DOCUMENT RESUME

ED 115 643 SP 009 714

AUTHOR Schnur, James O.
TITLE A Handbook for Migrant Education in Iowa.
PUB DATE 18 Jun 75
NOTE 120p.

EDRS PRICE MF-$0.76 HC-$5.70 Plus Postage
DESCRIPTORS *Community Migrant Projects; *Migrant Child Education; Migrant Children; *Migrant Education; *Migrant Schools; Transient Children
IDENTIFIERS *Iowa

ABSTRACT

This handbook on migrant education is for educators in the state of Iowa who are currently responsible for the operation of migrant education programs, for those who anticipate such a role in the future, and for those who are generally interested in this topic. Chapter 1 deals with the emergence of migrant education in the state of Iowa. Discussed in this chapter are the Iowa migrant education administrative structure and each of the three migrant education programs in the state. Chapter 2 contains information on federal and state enabling legislation, and the operational goals and objectives for migrant education. Included are definitions of key terms. Chapter 3 deals with the basic steps and procedures to be attended to in initiating, maintaining, and concluding a migrant educational program in the state of Iowa. Chapter 4 probes the actual practices and possible future practices of Iowa's migrant education programs, as well as practices from other states. Appended are federal guidelines and the rights and responsibilities for Public Law 93-380, and various applications and forms. A bibliography is also included in this handbook. (RC)

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A HANDBOOK FOR MIGRANT EDUCATION IN IOWA

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James O. Schnur, Ed.D.
Professor of Education
University of Northern Iowa

Produced under the authorization of James Bottenfield, State Director of Migrant Education, Iowa Department of Public Instruction and with the direct assistance of the West Liberty Community School System, West Liberty, Iowa.

June 18, 1975

INTRODUCTION AND ACKNOWLEDGEMENTS

This handbook is written for the use of educators in the State of Iowa who are currently responsible for the operation of migrant education programs, for those who anticipate such a role in the future, and for those generally interested in this topic.

The handbook incorporates the organizational structure of migrant education in Iowa, the scope and genesis of the state's migrant education programs, federal and state enabling legislation, procedural guidelines for program operation and initiation, statements of national, state, and local goals and objectives and a reporting of the means employed to achieve these goals and objectives.

The reader desiring an overview will wish to peruse all of these sections. The reader with a specific goal or interest may be better served, through selective reading, or consultative attention to the bibliography or appendices.

The author wishes to express sincere appreciation to those individuals, local school systems and state level departments that assisted in providing information included herein and in the access given to their valuable time. The West Liberty Community School System and Superintendent Delmar Jeneary deserve special thanks for monitoring this project. Superintendent Arthur Sensor and staff of the Muscatine Community School System, particularly Mr. Jerry Lange, Principal, Franklin Elementary School, provided significant data input assistance. The Reinbeck Community School System, particularly Superintendent Ken Stokes, was also of great assistance.

James Bottenfield, State Migrant Director, was also most helpful in providing needed information and direction. Members of the University of Northern Iowa Media Center and College of Education Print Center were also of great assistance as was the project typist Mrs. Sandra Heller.

It is hoped that information contained herein can equal the degree of assistance provided by the aforementioned individuals and groups.

J.O.S.

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CHAPTER I

THE EMERGENCE OF MIGRANT EDUCATION IN THE STATE OF IOWA

A. The Iowa Migrant Education Administrative Structure

Provisions for the educational needs of migrant children in the State of Iowa were begun, on an informal basis, prior to the formal attention brought about by specific federal legislation. As in most states these needs were in existence prior to the federal legislative attention and indeed helped to bring such attention into focus.

As early as 1960 informal day care services were being provided for the children of migrant workers in various parts of the state. The schools, church and civic groups located in areas which had become the temporary homes for migrant workers, were among the first to respond. Often times high school girls, under the supervision of concerned adults, were enlisted to help look after the needs of migrant youngsters while their parents or guardians were engaged in work in the fields. Other types of responses to need from the community level were not uncommon.

With the advent of Title III of the Economic Opportunity Act of 1964, federal attention to the needs of migrant children became a reality. The passage of the Elementary and Secondary Education Act, and the 1966 amendment Public Law 89-750 initiated the present administrative structure through which the current means to provide for the educational needs of migrant children in the State of Iowa came into being.

The administration of the migrant education program for the State of Iowa is located within the structure of the Department of Public Instruction. The organizational chart depicting the total state migrant education administrative scope is illustrated in Figure 1.

This organizational structure is the mechanism through which migrant education programs are initiated, approved, monitored, and evaluated. The state organization is of course also accountable to the appropriate federal agency. This agency is the Migrant Education Bureau within the United States Office of Education (USOE).

B. The Genesis and Scope of Migrant Education in Iowa

As previously mentioned formal attention was given to the educational needs of migrant children in the mid-1960's. The first programs were initiated under the Economic Opportunity Act of 1964. Title IIIB of this act provided for the education of migrant and seasonal farm workers as well as providing day care services for very young children.

With the enactment of the Elementary and Secondary Education Act, more specifically with the 1966 amendment, Public Law 89-750 to Title I, migrant education made the transition from EOA Title IIIB to ESEA, Title I, P. L. 89-750. This chronology within the State of Iowa is not unlike that of other states involved in providing migrant education programs.

Presently, there are three operational migrant education programs in the state of Iowa. These are located in Muscatine, West Liberty and Reinbeck (see Figure 2). The following will briefly trace the development and present status of these three programs.

Organizational Structure for the State of Iowa Migrant Education Program for Administration of ESEA, Title I, Public Law 89-10 (89-750 migrant amendment)

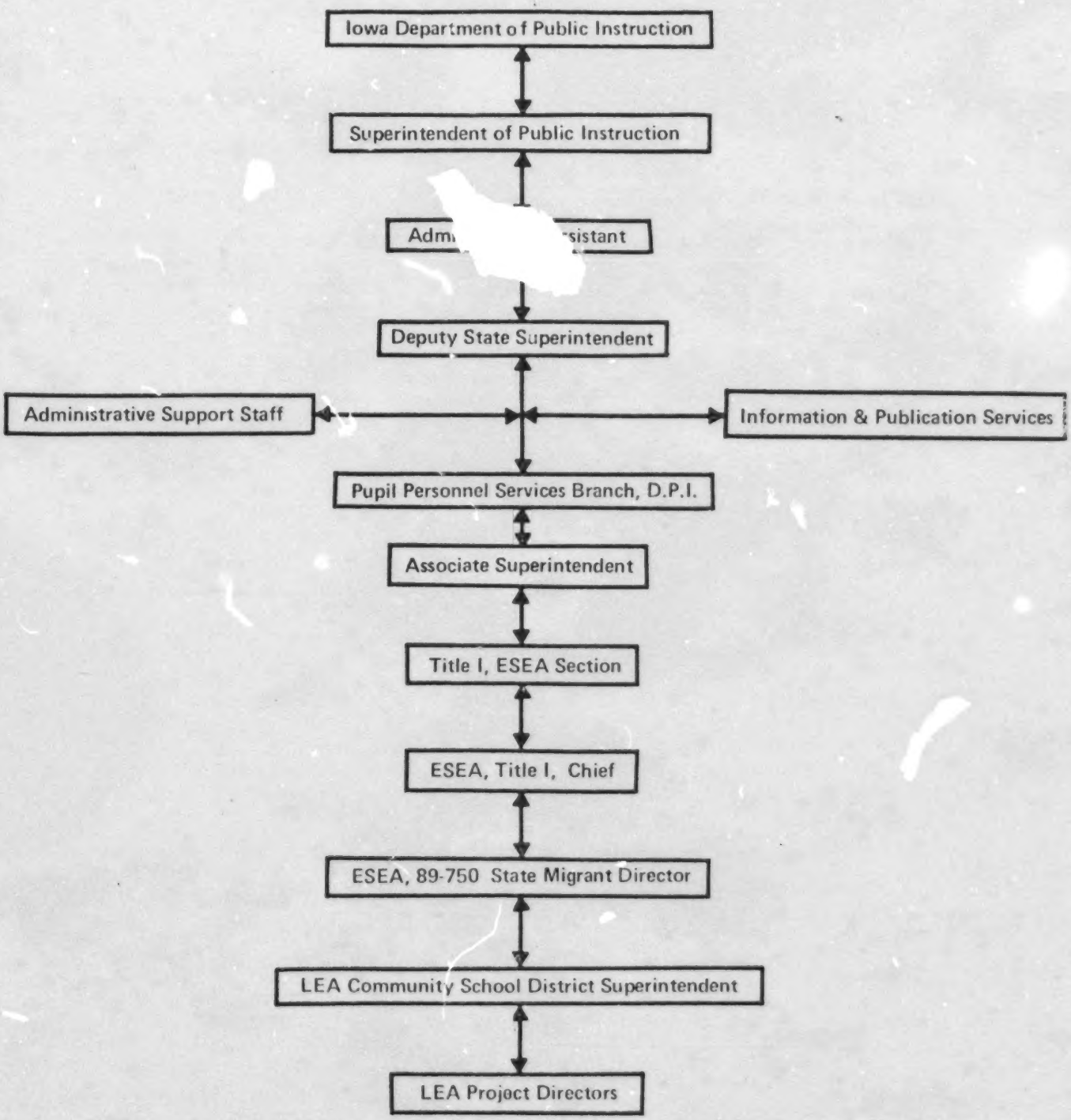

Figure 1

STATE OF IOWA

MAJOR MIGRANT EDUCATION

PROGRAM CENTERS

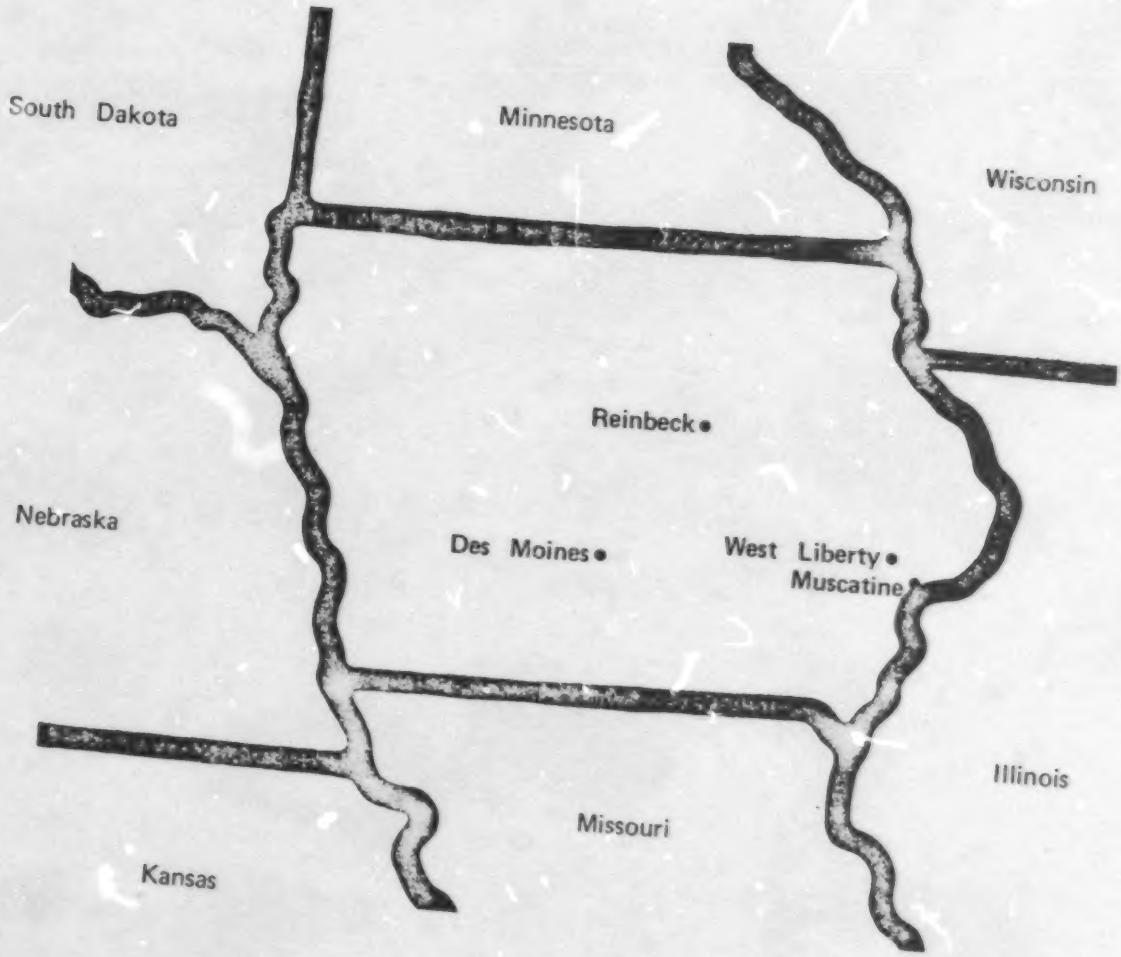

Figure 2

Muscatine

The migrant education program in Muscatine has been operational since 1965. In the beginning it was operated under the direction of the Muscatine Migrant Committee with funds originating from EOA Title IIIB. This committee was composed of members of the community, growers, members of the clergy, educators and members representative of various social service interest areas. The purpose of this initial effort was: to provide day care center services; to operate a summer, compensatory elementary education program; to provide an adult basic education program for predominately Spanish-speaking adult migrant workers; and to provide access to health services.

In the summer of 1967 the Muscatine program became operational under the administration of ESEA, Title I, P. L. 89-750. Since that time program focus was intensified upon the elementary school aged migrant child. Recently the program (1974) represented an integrated approach which served migrant learners who were placed within the categories of interstate, intrastate, and settled out status. Learners from within the community who needed remedial assistance in the tool areas of the elementary school curriculum were integrated into this program as well.

The present program operates for approximately six weeks during the summer, beginning in early July and ending in August. The major stated objective of the program is -- "By the end of the six weeks program significant student growth can be measured in reading and math skills as determined by pre- and post-assessment instruments."[1]

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[1]"Muscatine Title I Remedial and Language Development Summer Program Evaluation Report," September, 1974.

The migrant youngsters served are predominantly of Mexican-American heritage and are most often from the southern Rio Grande Valley region of Texas. The program is designed to provide for the special needs of migrant as well as remedial learners while integrating both groups socially and instructionally (at the intermediate level). The curricular organization is that of multi-age grouping (two groups, one primary level and one intermediate level with an intra-group age range of from 2 to 4 years). It is felt that this arrangement narrows the intra-group achievement differences while enhancing the delivery of more individualized instruction.

The present summer program is housed in the Franklin Elementary School in Muscatine. Migrant children are transported from Muscatine, and its immediate surrounding area including Louisa-Muscatine and West Liberty.

As described in the September, 1974 "Muscatine Title I Remedial and Language Development (migrant group) Summer Program Evaluation Report," the following specific program goals and program objectives were established for the purpose of meeting the aforementioned general achievement growth objective:

1. To develop and reinforce the reading, language, and mathematics skill of the combined program enrollees.
2. To integrate the Migrant Language Development and Remedial summer programs.
3. To enrich the experiences of both groups of children.
4. To develop positive attitudes toward school through an individualized, continuous progress approach.[2]

Recognizing that while these statements addressed themselves to cognitive and affective need areas, they were not purely behavioral. As a

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[2]Ibid.

result the Muscatine program staff has further refined their objectives for the 1975 program as follows:

Program Goals

1. To develop and reinforce the English reading, English language, and math skills of the enrollees.

2. To develop positive student attitudes toward school and about themselves through an individualized, continuous progress approach.

3. To integrate the Language Development and Remedial summer programs.

4. To enrich the experiences of our migrant, settled-out migrant, and remedial students.

Instructional Objectives

I. By the end of the six week instructional program the average reading skills growth will be twelve (12) as measured by the Fountain Valley Reading assessment program.

II. Math skills will improve at an average rate of 1.5 months during the six (6) week instructional program as measured by the Houghton-Mifflin Individualized Computational Skills pre and post assessment instruments.

III. Early primary level students will improve their average percentile rating by 35 points during the six week instructional program as measured by the administration of alternate forms of the Metropolitan Readiness Standardized Achievement Test.[3]

Attention will be given in Chapter IV to some of the more significant means employed in the Muscatine Migrant Education Program to achieve these recent goals and objectives.

West Liberty

While the migratory workers in Muscatine are primarily involved in the seasonal harvest of tomatoes and melons this is not the case for its nearby neighbor West Liberty. West Liberty has become a community in which

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[3]"Muscatine Language Development Summer Program for Migrant Children," program proposal, 1975.

the migrant worker "settles out." The turkey processing industry provides relatively year-round employment for these "settled out" migrants.

Numbers of "settled out" migrants became significant to the point of creating an obvious educational need in the late 1960's, a need which is still present in the West Liberty community. In 1968, through the efforts of various elementary school teachers and an elementary school principal, special service classes were established. These elementary level classes were in operation from 3:00 p.m. to 5:00 p.m. in the afternoon. "Settled out," Spanish-speaking, migrant students were served in a regular classroom on a half day basis, while receiving special help in the 3:00 p.m. to 5:00 p.m. program. While meeting with some success, this program was found to be contrary to the educational program thinking of the Muscatine County Migrant Advisory Board. As a result this program, which was operational during 1968, '69, and '70 was modified.

Before reporting an overview of the emergent elementary level program for migrant youngsters, other, parallel types of migrant education programs bear mention. In 1970 through 1973 adult level programs were conducted. These programs employed the English as a Second Language (ESL) approach. While initial interest was high as evidenced by family attendance, this attendance did not hold and the program was eventually terminated.

During this period the Muscatine County Migrant Advisory Board recommended the establishment of a fall term course designed to help migrant workers pass the written portion of the state drivers license examination. Such a program was provided and was quite well received.

The Eastern Iowa Community College, centered in Davenport, Iowa, with a Muscatine, Iowa, branch campus also offered two courses which focused

upon Adult Basic Education. These courses initially attracted between 35 and 40 students. The attrition rate during the courses was very high however. It appeared as though the adult migrant learners were more interested in educational areas other than adult basic education and as a result this attempt was not repeated.

Courses in Spanish for Anglos were also provided in the West Liberty community. The goal here was to enhance communication between Anglos and migrants through the migrants' basic language. These courses were also provided by the Eastern Iowa Community College. As an added inducement the local turkey processing industry provided bonuses to workers who participated in this program.

A community center, El Centro Unido, was recently established with the assistance of students enrolled in a Teacher Corps project in Iowa City. El Centro Unido provides Saturday morning classes in which English is taught to the Spanish-speaking "settled out" migrants. Recreational facilities and activities are also provided. The relationship between this organization and the established community of West Liberty is described as very good.

Returning to the educational program for migrant learners within the West Liberty Community School System, it is noted that the transition to ESEA Title I, P. L. 89-750 programming occurred in the 1971-72 academic year. As a result of migrant advisory input and in keeping with the judgment of educators in the district, the program was integrated into the regular school day and school setting. The use of a bilingual resource teacher to assist approximately 40 to 45 migrant learners per year was employed. Additionally a bilingual classroom was provided as were special instructional materials. As the numbers of learners needing assistance

increases so will the number of support staff increase. Current plans include provision for three bilingual teachers (two to be funded from Title I, P. L. 89-750 resources) for the 1975-76 academic year. These teachers will assist approximately 90 learners. Additional program assistance has been and will be provided by the county social welfare organization, the medical staff of the State University of Iowa, and from the Bilingual/Bicultural Teacher Corps Project based in Iowa City (until the termination of this latter project).

The primary goal of the West Liberty educational program is to provide means for migrant youngsters to become functional in English and the basic skills areas as quickly as possible. The hope is that these youngsters will be as scholastically capable as their Anglo, non-migrant peers as a result of program efforts.

More specifically the objectives of the West Liberty Migrant Education Program have been reported as follows:

1. To increase parental involvement in school through such means as:
   a. registration of migrant youngsters in school;
   b. parent-teacher conferences (with the regular teacher and bilingual resource teacher in attendance);
   c. participation as homeroom mothers, etc.

   It has been noted that program success occurs through the successes of the children with the parents seeing their child's success.
2. To increase cultural pluralism through such means as:
   a. Christmas program presented in Spanish-speaking youngsters to all elementary school students in which costumes, customs, etc., are depicted and portrayed.

3. To increase school attendance.
4. To increase socialization between Anglos and Chicanos.
5. To deliver special services such as:
   a. hearing referral and assistance;
   b. speech referral and assistance;
   c. special education assistance;
   d. visual referral and assistance (presently three of the migrant learners are legally blind and are being assisted through special instructional materials);
   e. medical referral and assistance.
6. To prepare migrant learners to compete successfully in an Anglo world through means such as:
   a. assisting them in increasing their ability in English;
   b. assisting them in becoming proficiently bilingual.[4]

The specific means and devices employed in the West Liberty Migrant Education Program will be reported in Chapter IV.

Reinbeck

Attention to the needs of migrants was evident in the Reinbeck community as early as 1964. Migrant workers were drawn to the Reinbeck area to harvest the local asparagus crop. Their home base region is primarily the San Antonio and southern Rio Grande Valley areas of Texas. These migrant workers and their families are usually present from early May until mid-June.

The initial program was coordinated by the Migrant Action Program (MAP) centered in Mason City. Operational funds also originated from MAP

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[4]Interview with Delmar Jeneary, West Liberty Community School System, West Liberty, Iowa, March 13, 1975.

The program provided day care services that were first housed in church facilities. Compensatory education programs were conducted and housed in the local school facilities. Vocational training was also provided for migrant adults. Health services and social services were also made available. In addition to MAP the local Council of Churches provided attention through such means as community picnics, donations of clothing and various other needed items.

The Reinbeck Migrant Education Program came under the auspices of ESEA Title I, P. L. 89-750 in 1966. This event brought school age migrant youngsters more and more into the public school for services.

In 1967 migrant learners were integrated into the regular school program. A resource teacher was hired to be on hand when the migrant youngsters arrived in early May. The approach is and has been that of providing a program supervisor, one or two resource teachers (depending upon the number of migrant learners served in any given year) an aide or aides, and a part-time nurse when necessary. The resource teacher(s) function within the regular school setting for the first four weeks of the program incorporated within the regular school year. After the school year ends, a four week special program for migrant learners is put into operation still within the Reinbeck Elementary School setting.

The content of the program focuses upon the tool subjects with emphasis upon oral language development. During the regular school year the resource teacher provides special help for approximately two hours per day. At this time migrant learners are placed in given grades according to their chronological age. During the four week compensatory program they are stratified according to their level of ability in a multi-aged grouping configuration.

One of the peak years for the migrant education program was 1966 when 33 migrant learners were enrolled. In 1974 only six youngsters were enrolled as a result of a shift in processing plant policy to employ migrant workers without family ties. This approach has been abandoned by employers and current projections for 1975 show approximately 20 migrant learners to be participating in the program as a result.

The initial migrant education program goals as stated in 1966 were:

1. To provide remedial education and individual tutoring for migrant children.
2. To provide cultural enrichment for school age migrant children.
3. To provide background experiences for the migrant child, broaden his horizons, and give him some social contact in the community.

Current (1975) general goals for the Reinbeck Migrant Education Program appear as follow:

1. To develop more effective communication skills, listening, reading, and writing.
2. To improve and upgrade the reading skills of all (migrant) children.
3. To develop in mathematics fundamental skills and concepts.
4. Through the development of fundamental skills and concepts to better prepare the (migrant) students for adult living.
5. To involve migrant parents in the educational program by encouraging them to visit school where the program and procedures that will be followed will be explained.
6. To request parental suggestions and evaluations of the program at all times.

7. To facilitate visits by teacher(s) and supervisor to the children's homes.
8. To provide an open house involving the community and parents at the termination of the program.

Current (1975) instructional goals for the Reinbeck Migrant Education Program are:

1. To increase the reading level of each student by .2 of a year.
2. To develop effective communication skills sequentially in the areas of listening, speaking, reading, and writing.
3. To build concepts and develop language facilities through a multi-sensory approach.
4. To develop orally the concepts of vocabulary essential to computation and problem solving (in mathematics).
5. To develop an understanding and appreciation of numbers as they function in the students' daily lives.
6. To provide functional and sequential instruction in computation and reasoning skills (in mathematics).[5]

The strategies employed by the Reinbeck Migrant Education Program to meet its instructional goals will be explored in Chapter IV.

From this brief survey it can be seen that the three major migrant education programs within the State of Iowa have their commonalities plus their own qualities of uniqueness. The important point is that these three communities have recognized the need for assisting migrant workers and their children early on and continue to provide programs designed to provide educational assistance and enrichment.

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[5]Interview with Kenneth Stokes, Reinbeck Community School System, Reinbeck, Iowa, May 8, 1975.

CHAPTER II

FEDERAL AND IOWA ENABLING LEGISLATION, OPERATIONAL GOALS AND OBJECTIVES FOR MIGRANT EDUCATION

A. Basic Federal Enabling Legislation

The most significant response of the federal government to provide for the authorization and funding of migrant education programs was the enactment of Public Law 89-750 in 1966. This action amended Title I of the Elementary and Secondary Education Act to provide for educational programs for migratory children of migratory agricultural workers and later was amended to include migratory fishermen and their children.

Definition of Key Terms

The following specify the key terms in migrant education programs as defined by law.

1. MIGRATORY CHILD -- According to federal legislative intent a migratory child of a migratory agricultural worker or migratory fisherman is one who has moved with his family from one school district to another during the past year in order that the child's parent(s) or other member of his immediate family might secure gainful employment in agriculture, fishing activities or in related food processing activity.[1]

Recently, as of August 1974, this definition was broadened to

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[1] "Educational Program Grants for Migratory Children of Migratory Agricultural Workers," Code of Federal Regulations (45) 116d. 2, 1974.

include the migratory child of a worker engaged as a migratory fisherman.[2] The full intent of this recent legislation is contained in Appendix A.

The migratory child is further classified as being INTERSTATE or INTRASTATE in nature. The INTERSTATE MIGRATORY CHILD refers to the child who has moved across state boundaries, with his parent(s) or guardian, for the purpose of securing seasonal/temporary employment in an activity as described in subsection 2 of the federal legislation and enumerated in definition 2 of this chapter. The INTRASTATE MIGRATORY CHILD refers to the child who has moved, with his parent(s) or guardian across the school district boundaries, within the same given state, for the purpose of securing seasonal/temporary employment in an activity as described in subsection 2 of the federal enabling legislation and enumerated in definition 2 of this chapter.

A FORMER MIGRATORY CHILD also qualifies for assistance. This definition refers to the child, who with the concurrence of his parents, is deemed to be a migratory child on the basis of his having been an INTERSTATE or INTRASTATE MIGRATORY CHILD but who has ceased to migrate within the last five years and now resides in an area where interstate and intrastate migratory children are being served. This additional provision was made possible through what is referred to as the Five Year Eligibility Provision of 1968 or the "five year definition." This enactment was Public Law 90-247 which modified Public Law 89-750 accordingly. It was further modified by Public Law 93-380 which broadened the parameters of definition to include migratory fishermen.

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[2]"Extracts from Public Law 93-380 (applicable to educational program for migrant children under Title I, ESEA)," USOE, August 21, 1974.

There are certain limitations which apply to the five year definition. Former migratory children may participate in such service but only if:

(a) their participation will not prevent adequate services from being provided to interstate or intrastate migratory children;

(b) they are more likely to receive services designed to meet their special educational needs through the special migrant education program than they are through other programs provided under ESEA, Title I, or similar programs under other authorities; and

(c) their parents consent to such participation.

Public Law 93-380 capsulizes the above in simpler language stating that the time interval may not be in excess of five years and that ". . . such children who are presently migrant . . . shall be given priority in this consideration of programs and activities contained in applications submitted under this subsection."

There are general chronological age restrictions which also delimit the delivery of educational assistance to migratory children as provided by ESEA, Title I, P. L. 89-750. A migratory child, interstate, intrastate or five year definition, must be under 18 years of age or must not have completed his high school education in order to qualify for educational assistance. Early childhood education, under this legislation, is limited to infants and preschool migrant children and does include extended child care.

2. MIGRATORY GAINFUL ACTIVITY (formerly agricultural activity) -- This term refers to a scope of activity ranging from soil preparation through and including the storage, curing, canning, or freezing of

cultivated crops. Activities on farms or ranches related to the processing and production of dairy, poultry, livestock, and fish are also included as agricultural activity. Timber work, with the exception of operations in forest nurseries, are excluded. Fish farm operational activities as well as fishery activities are further included in the scope of qualifying activities.

3. MIGRATORY AGRICULTURAL WORKER -- These are individuals who have moved from one school district in a given state to another school district within the same state OR to a school district in another state for the purpose of finding seasonal or temporary employment as defined in the preceding section.

General Provisions of Public Law 89-750

As aforementioned P. L. 89-750 amended the Elementary and Secondary Act to provide for the educational needs of "migratory children of migratory agricultural workers," and P. L. 93-380 which extended inclusion of migratory fishermen and their children. This total legislation provides grants to the state education agency (in Iowa, the Department of Public Instruction, hereafter referred to as DPI).

Nationally,

> The maximum total of grants which shall be available for use in any State for any fiscal year shall be an amount equal to the Federal percentage of the average per pupil expenditure in the United States multiplied by (A) the estimated number of such migratory children aged five to seventeen, inclusive, who reside in the State full time, and (B) the full-time equivalent of the estimated number of such migratory children aged five to seventeen, inclusive, who reside in the State part-time, as determined by the Commissioner (of USOE) in accordance with regulations.
>
> A State educational agency (DPI) or a combination of such agencies may apply for a grant for any fiscal year under this title to establish or improve, either directly or

through local educational agencies (LEAs), programs of education for migratory children of migratory agricultural workers (and now also migratory fishermen). The Commissioner may approve such an application only upon his determination--

(A) that payments will be used for programs and projects (including the acquisition of equipment and where necessary the construction of school facilities) which are designed to meet the special educational needs of migratory children of migratory agricultural workers, or of migratory fishermen and to coordinate these programs and projects with similar programs and projects in other states, including the transmittal of pertinent information with respect to school records of such children;

(B) that in planning and carrying out programs and projects there has been and will be appropriate coordination with programs administered under Part B of Title III of the Economic Opportunity Act of 1964; and

(C) that such programs and projects will be administered and carried out in a manner consistent with the basic objectives. . . . [of the program as set forth in the act].[3]

(D) that, in planning and carrying out programs and projects, there has been adequate assurance that provision will be made for the preschool educational needs of migratory children of migratory agricultural workers or of migratory fishermen, wherever such agency determines that compliance with this clause will not detract from the operation of programs and projects described in clause (A) of this paragraph after considering the funds available for this purpose. (Clause D was added in Public Law 93-380, August 21, 1974.)[4]

P. L. 89-750 also provides that "the Commissioner shall not finally disapprove an application of a state educational agency under this paragraph except after reasonable notice and opportunity for a hearing to the state educational agency." In further keeping with this intent, the Commissioner if he determines that:

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[3]Elementary and Secondary Education Act, Title I, Public Law 89-750, USOE, 1966.

[4]P. L. 93-380, loc. cit.

> (A) a state is unable or unwilling to conduct educational programs for migratory children of migratory agricultural workers or of migratory fishermen, or
>
> (B) that it would result in more efficient and economic administration, or
>
> (C) that it would add substantially to the welfare or educational attainment of such children, . . .
>
> he may make special arrangements with other public or nonprofit private agencies to carry out the purposes of this section in one or more states, and for this purpose he may set aside, on an equitable basis, and use all or part of the total of grants available for such state or states under this section.[5]

Additionally, Public Law 93-380 incorporated a section titled the "Protection of the Rights and Privacy of Parents and Students." This section applied the provisions of federal legislation commonly referred to as the "Buckley Amendment" to the federal policies for migrant education. The specific language of this provision is contained in Appendix B.

In summary the stated purpose of P. L. 89-750 plus its more recent amendments is essentially:

> To establish programs and projects designed to meet the special educational needs of migratory children of migratory agricultural workers and/or of migratory fishermen and to coordinate these programs and projects with similar programs in other states.[6]

B. Iowa Migrant Education Enabling Legislation

The State of Iowa has not attempted to provide for the educational needs of children of migratory workers through federally supported programs alone. This fact was made clear in the section of Chapter I dealing with the genesis and scope of the Iowa migrant education scene.

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[5] P. L. 89-750, loc. cit.

[6] Ibid.

Specific state attention was first demonstrated with the enactment of House File 368 during the 1969 legislative session. Funds and therefore legislative attention were provided under Section 1, item 2 in the Special Education category. The text of the bill is as follows:

> Section 1. There is hereby appropriated from the general fund of the state to the department of public instruction for each year of the biennium beginning July 1, 1969 and ending June 30, 1971, the following amounts, or so much thereof as may be necessary, to be used for the purposes designated;
>
> . . . . . .
>
> 2. Special Education
>
> For education aid to physically and mentally handicapped children, and to migratory children of migratory workers. To be used for reimbursement to school districts or county boards in accordance with the provisions of chapter two hundred eighty one of the Code (of Iowa), and school districts or county boards operating education programs for migratory workers and children of migratory workers.[7]

The same kind of legislative attention and special funding was evident for the 1973 biennium and is expected to be continued with modestly expanded funding for the 1975 biennium. The state funding, in practice has been equally divided in dollar allocations for (1) elementary and secondary school level migrant education programming and (2) adult level migrant education programming.

House File 368 also enunciated general program descriptors and policies. Section 2.1 established funding for Adult Educational Programs (for migrants). Section 3.11 defined the Scope of Adult Program.

> An educational program for adult migrants may be at any time of the year, provided that there is reasonable assurance the adults will be in attendance for the full course or courses offered.

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[7] "House File 368, Sixty-third General Assembly," State of Iowa, 1969.

Section 2.2 established funding for Elementary-Secondary Programs (for migrant children). Section 3.12 defined the Scope of Elementary-Secondary Programs:

> An educational program for elementary-secondary migrant children shall be during the regular school term. The federally funded educational migrant programs shall be during the summer months and may include these children, provided they have not exceeded the H.E.W. guidelines of being out of the migrant stream for five years.

Regarding policy, House File 368 provides the following:

> Section 4. The public educational agency will identify the migrant's educational needs and propose a program to meet these needs.

This section places the responsibility for educational problem identification and program proposal development at the local education agency (LEA) level:

> Section 5. The public educational agency will actively seek cooperation of other agencies in relation to services proposed for their migrant program and issue a statement of cooperation with their application.

This section charges the LEA with the responsibility of enlisting (creating where necessary) the cooperation of services, agencies (social welfare, medical, etc.) for migrant workers and their children and further providing written evidence of this cooperation in its program proposal.

> Section 6. The Title I, ESEA Section will administer the school age program for the state.[8]

This clearly placed program administration within the appropriate branch of the State Department of Public Instruction (see Chapter I, Figure 1, for a graphic depiction of this organization).

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[8] Ibid.

C. National Goals for Migrant Education

The U. S. Office of Education has attempted to respond to the various factors of concern in educating the migrant child by establishing a set of National Migrant Program Guidelines.[9] These guidelines officially issued in December, 1972 focus upon two service categories; instructional services, and supportive services. These goals are based upon the following premises:

1. Migrant education is unique in the country.
2. It is a national program.
3. Since its scope is national, some direction is necessary to unify and strengthen the efforts of the states.
4. Therefore, national goals which preserve the integrity and creativity of the states can give the needed direction to formulate, in each respective state, the action steps necessary to meet these goals.

Each state application for the education of migrant children must incorporate some or all of the following eleven components as fundamental to every program with varying degrees of adherence as the local needs may mandate:

Instructional Services

1. Communication Skills

   Provide the opportunity for each migrant child to improve communication skills necessary for varying situations.

2. Preschool and Kindergarten

   Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Academic Disciplines

   Provide specially designed programs in the academic disciplines (language arts, mathematics, social studies, and

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[9] National Migrant Program Guidelines, (Washington, D. C.: U. S. Department of Health, Education, and Welfare, December, 1972).

other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Social Growth, Positive Self Concept, and Interaction Skills

   Provide specially designed activities which will increase the migrant child's social growth, positive self concept and group interaction skills.

5. Pre-Vocational and Vocational Skills

   Provide programs that will improve the academic skills, pre-vocational orientation and vocational skill training for older migrant children.

6. Cultural Pluralism (Understanding and Appreciation)

   Implement programs, utilizing every available federal, state and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

Supportive Services

7. Exchange of Student Data to Enhance Continuous Progress

   Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total education program.

8. Coordination of School, Community, and Its Agencies for Communication and Provision of Available Resources

   Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Health Services

   Provide for the migrant child's physical and mental well-being by including dental, medical, nutritional, and psychological services.

10. Parental Involvement

    Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

11. Staff Pre-service - In-service

Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting in-service and pre-service workshops.[10]

D. State of Iowa Migrant Educational Program Goals, Student Goals and Educational Objectives

On April 18, 1975, a cadre of migrant educators convened for the purpose of establishing Iowa Migrant Education Student Goals, Program Goals, and Master Plan Objectives. The purpose of this meeting was to elicite and clarify such goal and objective statements. This was followed by ranking each of the following sections according to perceived priorities. The following statements and rankings were emergent:

A. Iowa Goals for Migrant Students

1. To develop and reinforce basic communication skills.
2. To develop a desire for learning now and in the future.
3. To provide educational opportunities which develop and promote a good self-image and feeling of self worth.
4. To develop skills which enhance entry into specific fields of work, enhance preparation for better jobs and establish informational skills necessary to make vocational choices.
5. To learn to respect and coexist with people of different cultures.
6. To develop a knowledge foundation of basic civic rights and responsibilities.

[10] Ibid.

7. To learn skills necessary to deal successfully with the economic future.

B. Iowa Goals for Migrant Programs

1. To provide professional development opportunities for all personnel involved in the education of migrant children.
2. To provide educational services for migrant children with learning problems and special learning talents.
3. To establish allocation of migrant education funds priorities.
4. To promote the delivery of necessary health service to migrant children.
5. To provide for and encourage parental involvement in cooperation with school districts serving migrant children.
6. To provide for special instruction inherent in bilingual/bicultural migrant education.

C. Objectives of the Iowa Master Plan for Migrant Education

1. In relation to each child's ability, migrant learners will evidence a positive growth rate in school subject matter as a result of their participation in migrant education programs.
2. All possible effort available to local schools will be exhausted to insure the participation of all migrant children in voluntary migrant education programs.
3. Migrant children will maintain their current, acceptable attendance rate in the lower grades (primary through

grade 3) in school related migrant programs.

4. Migrant children will increase their current attendance rate in the upper grades (those grades above the grade 3 level) in school related migrant programs.
5. Migrant children will receive diagnostic services relative to health problems which interfere with their education and should receive referral to a proper agency for follow-up treatment.
6. Continuity of educational services will be provided to migrant children through intrastate and interstate transfer of student records, with parental consent, and through the sharing of materials and program plans.

CHAPTER III

PROCEDURAL GUIDELINES FOR IOWA MIGRANT EDUCATION PROGRAMS

The following section deals with the basic steps and procedures to be attended to in initiating, maintaining, and concluding a migrant educational program in the State of Iowa. Specific sections treat: receiving authorization for a program; program funding and accounting; facility matters; pre-service/in-service for staff; student recruitment; student and program record keeping; instructional materials; community involvement; and resource assistance coordination from local and state levels.

A. Initiating a Migrant Education Program in the State of Iowa

Any school district, within the State of Iowa, which finds itself in a position to provide an educational program for migrant children may apply for assistance. Normally the school district should be serving at least six "true migrant" learners (see definition Chapter II A).

Application for a program should be first initiated by the school district making contact with the State Migrant Director who is a member of the State Department of Public Instruction in Des Moines. Various specific queries can be resolved during this first, informal contact.

The next step is for the school district to complete and submit a formal program proposal following the current federal guidelines. The current guidelines and forms are contained in Appendix C. This program proposal is submitted to the State Migrant Director. The program proposal is

then evaluated and a decision to approve, approve with modifications, or disapprove is made. Once formal approval is granted monies are authorized and the program is considered operational.

The strength and integrity of the proposed program is the initial responsibility of the submitter. Those attempting to initiate programs should make themselves familiar with the appropriate federal proposal guidelines and should write their proposals so as to encompass local needs, federal migrant education goals and state migrant education goals (see Chapter II, C and D, for these goal statements).

B. General Funding Procedures

It is the grantee's (school district's) responsibility to request funds from the State Migrant Director. Under current procedures the first request would normally seek 90% of the total amount allocated to the project. The grantee is required to specify migrant program expenditures rather explicitly. Title I expenditure accounts are classified into sixteen categories as follows:

Category	Account Number
1. Administration	100
2. Instruction	200
3. Attendance Service	300
4. Health Service	400
5. Pupil Transportation	500
6. Operation of Plant	600
7. Maintenance of Plant	700
8. Fixed Charges	800
9. Food Services	900

10.	Student Body Activities	1000
11.	Community Services	1100
12.	Sites	1210
13.	Buildings	1220 A and B
14.	Remodeling	1220 C
15.	Equipment for Instruction	1230 C
16.	All Other Equipment	1230 except C

Each of these, with the exception of 13 through 16 have column classifications for salaries, contracted services, and other expenses. All sixteen have a column in which the estimated total amount must be shown. Each of these category requests must be accompanied by specific details of what these monies will purchase. A specific request to purchase textbooks, workbooks, test materials, audio-visual equipment, and general supplies must be included in this budget section of the proposal.

Staff activities must also be defined in terms of classification of assignments, total number of instructors for each classification, full-time equivalent (F.T.E.) and total salaries for each classification plus totals for each column. The number of volunteers assigned to the project and the number of Title I staff to receive in-service training must also be shown. These latter items plus the expenditure accounts information are shown on a single page form of the proposal. This form is shown in Appendix D.

The final request is generally contingent upon submission of an approved final program report (see Appendix E for current format) which releases the remaining program funds.

Careful accounting of expenditures throughout the duration of the program is imperative. At the conclusion of the program accounts are

audited by either a state auditor or certified public accountant in accordance with the State of Iowa Code.

The foregoing, broad procedures are partially under review. It is possible that funding procedures may assume the quarterly funding allocation system already common in other types of federally funded grants.

C. Facilities for Migrant Education Programs

Monies for the purchase or leasing of facilities for migrant education programs in the State of Iowa should not be sought by the grantee. Facilities to house such programs are normally considered to be in kind aid originating from the grantee.

Facility maintenance is considered a legitimate expenditure during the operation of summer migrant education programs. For programs in operation during the regular school year maintenance is considered the obligation of the grantee.

D. Pre-Service and In-Service Training for Migrant Education Program Staff

The grantee or potential grantee is encouraged to include monies for staff development in his program proposal. Section VII of Appendix E emphasizes the importance of such staff development as regards the construction of a program final report.

Staff development is usually best accomplished before the migrant learners to be served enter the actual program. Such activity goes far in ensuring a smooth, well organized program where all staff are aware of their roles, responsibilities, and duties. This is also an excellent opportunity to attend to developing specialized teaching and related skills which can help make the program a success.

E. Student Recruitment for Migrant Education Programs

The Student Recruitment Form used in the State of Iowa for migrant education programs is contained in Appendix F. This form is to be completed by the recruiter (school district representative, social service personnel, Migrant Action Program personnel). The statement requesting and granting permission for receiving necessary medical treatment, permission to participate in the program, plus the receipt of an explanation of the Migrant Student Record Transfer System (MSRTS) must be signed by each child's parent or guardian.

This form is quite clear and to the point. If questions should arise they should be directed to the State Migrant Director.

A form must be completed for each child enrolled in the program. Submission of these forms to the State Migrant Director may occur subsequent to submission of the program proposal. These forms must be received before program funding will be actualized, therefore this is a very important step. It should further be noted that programs designed to serve only "formerly migratory" children is not the intent of the law. These children may be integrated with "interstate" and/or "intrastate" migrant children, however.

F. Student/Program Record Keeping and Reporting

The grantee should endeavor to maintain student folders for the migrant learners enrolled in programs. It is not uncommon for migratory youngsters to return to the same area. Remarks concerning learning styles, interests, special talents and achievements can do much to enhance learning. Some states are at least in the discussion stages of reciprocal usage of such information. Some are engaged in various types of teacher exchange

which are at least suggestive of positive results. Any efforts to help make the migratory child's education more continuous are to be encouraged.

The Migrant Student Record Transfer System (MSRTS) is a formal record keeping procedure in which all grantees are expected to participate. MSRTS provides a computerized record transfer system throughout the continental United States. The main computer and data bank are located in Little Rock, Arkansas. Teletype terminals in approximately three hundred agricultural regions throughout the country are part of the MSRTS network. In Iowa the state's terminal is located in the Grimes State Office Building in Des Moines.

When a migrant child is being recruited or presents himself to be enrolled in a program, he should be asked if he has a copy of his record with him.

If he does, the person designated for this MSRTS communication role, in the program, should call or mail a statement that the child is being enrolled, to the terminal operator in Des Moines. An enrollment notice submitted for the central data bank's records is the next step. A special form is used for this purpose (see Appendix G). This form is to be completed by the enrolling school and then submitted to the terminal operator in Des Moines. The submitted information is then punched on the teletype and transmitted to the Little Rock storage computer. At this time a request for an updated copy of the child's record should be made. This update will include the date of final withdrawal from his most recent school and any standardized test scores recently available. The state uses a special form for this purpose also (see Appendix H). This form essentially for the school's files, allows determination of what information has been sent and what, specifically, is yet to be done.

If the child or his parents/guardians do not have a record the grantee designee should request critical data, which requires only the child's name, sex, date and place of birth. In response the MRSTS will supply the child's identification number, current reading and mathematics level, and any critical or chronic health conditions. Using the child's identification number a full record report can be requested. This will include educational data, health data and a chronology of schools attended.

Safeguards are built into the MSRTS so that only authorized personnel has access to data. These data are only as useful as they are current. When the program ends or the child leaves, current status updates should be forwarded to the Des Moines terminal to be included in the central data bank. This is a mandatory procedure. For a view of a Migrant Student Record Transfer System form consult Appendix I. It is a wise procedure to provide MSRTS data updates periodically throughout the program as well as upon its termination or a specific child's exodus. Such a procedure greatly increases the system's usefulness.

G. Instructional Materials and Methodologies for Migrant Education Programs

There is no standard, mandatory curriculum for migrant learners. Instructional materials and methodologies are left up to the best professional judgment of those involved in the program. The migrant learners as do all learners respond to materials and methodologies as individuals. The wisest approach is the one which incorporates several viable routes to meeting objectives.

The selected approaches should be designed to meet the specific objectives established for the specific program and be in concert with

state and national goals and objectives. Careful attention should be given to this. Well planned and executed programs do more than keep migrant learners busy, they leave them richer for the experience.

There are many models which may be applied to program development. Most viable models incorporate the following:

1. Definition of problem areas -- Many of these can be anticipated and predefined. The child's basic needs must be attended to before he can learn. Health and nutritional problems can be anticipated and defined. This is true in the skill areas as well. These definitions should not be assumed; they should be specified in workable terms.
2. Analysis of the defined area -- Once the problem areas have been anticipated and specifically predefined they should be analyzed as to their component parts, the determination of what may be some feasible solutions, who must be contacted, what must be had, where can it be delivered. Is there one solution or several? If there are several which is the most effective, efficient, and economical?
3. Assessment of the individual -- Does the child have a problem in one of the anticipated predefined areas? If so you are much more ready to deal with it following the completion of steps 1 and 2. If not, you should work the problem through these steps first.

   Your assessment needs to be specific and concrete. Observation is fine if you know what you're looking for -- if you have developed a checklist or other means of assessing the child. The child may also be assessed through written

testing, oral testing, simulations, or role playing situations. The key is to define what you are looking for and then determining the best means for measuring its status.

A word of caution -- don't spend your whole program time assessing the migrant learner. Think small, select a high ranking priority need, assess it and then be prepared to do something about its successful solution.

4. Statement of objective(s) -- At this point you should be ready to write your prescription. You have assessed the child's need and defined it. Through your analysis in step 2, you have analyzed its components and sought out some possible solutions. In step 1, you anticipated problem areas that are worth attention thus making you ready for step 3. Now you need only to specifically state that which you want of the child following the application of your prescription.

   The statement should be specific. The child will do something or not do something or he will do more or less of it. You should also state the conditions under which it will or will not be done.

5. Select your best strategy and apply this strategy -- Of the many materials and methods you have for this child, which has the greatest probability for success with him? Does he work best when tutored or when in a group? Does he work better in print or non-print? Is he a physical (tactile/kinesthetic) learner or an insightful, cognitive learner?

When working with the child for the first time seek out answers to these learning style questions in step 3. As you continue to work with the child keep a record of your successful prescriptions for future references.

Remember that what you select to use with the child will only be as successful as your effectiveness in using it. Don't "wing it," make sure you know how to use and apply the prescription. This doesn't mean you should shy away from the new -- it simply means that you should be well prepared when you implement.

6. Evaluate your results -- Here you may well use the technique employed in step 3 in a posttest fashion, with or without modification. In this step you are comparing the initial assessment in step 3 with post-prescription implementation results in terms of whether you accomplished that which you stated in step 4. If indeed you have, you and the child have met success, a wonderful feeling for you and him and you have proof of the success.

All of your program problems may not fit this system or one like it but, the majority will. The extra time in planning will be more than rewarded by your greater number of successes.

In a later chapter a look at some of the methods and materials being used in existent migrant education programs in Iowa will be provided.

H. Initiating and Maintaining Parental and Community Involvement

It will be recalled from Chapter II that two of the goals stated in the National Migrant Program Guidelines deals with this topic.

> Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children AND
>
> Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.[1]

While the targets of these two guidelines are different they are linked by a key factor -- involvement. Often the key factors in gaining community involvement are alerting the community to specific needs and assisting them in discovering how they may help. The key factors in gaining parental involvement are the development of trust, sincerely seeking and using their input, and assisting them in seeing how they can help their children.

Let us first examine community involvement. One time proven technique is the establishment of a community advisory committee. Such a group should be a representative cross section of the community composed of individuals with a real interest in assistance programs for the migrant in general and migrant education programs in particular. Such individuals will often be found among community leaders, members of the clergy, community action and service groups, growers, processors as well as among the education community.

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[1] National Migrant Program Guidelines, (Washington, D. C.: U. S. Department of Health, Education, and Welfare, December, 1972).

Among the main purposes of a community advisory committee is bridging the often present gap between the migrant workers, their children, and the community at large. Such a committee can also provide another valuable point of view in the planning, implementing, and evaluating of migrant education programs. They can provide great assistance in initiating and coordinating services which may be made available to the migrants. They can also do much to educate the community as to the valuable service the migrants render to its economy.

A community advisory committee, to function well, must be made to realize that it is providing a real service. Its tasks and goals should be well defined and meaningful. The committee should be involved in the migrant education program, invited to visit the program when in operation, invited to participate in open house to help meet and greet migrant parents and members of the community, and in many other real ways.

A community advisory committee is by no means mandatory but is a route well worth considering. The corponent groups can also be worked with individually but this is often a more difficult approach. The individual group approach will usually accomplish specific goals but lacks the cohesiveness of effort achieved through a committee, multi-group approach.

In focusing upon parental involvement let us give attention to the individual child's parents first. As mentioned previously the first key factor may be that of mutual trust. The migrant parent may wonder at the sincerity of those offering the migrant education program. Are they really interested in my child? Why are they interested in my child? Is this something for them or is it really for my child? Often compounding this communication factor are the cases where the parents are Spanish-speaking. Answers to these questions must be carefully thought through and delivered to them in their language.

One of the best approaches for building trust is to meet the parents on "their turf," or "neutral turf." When dealing with Spanish-speaking, Latino parents communication should be in their language and both of them should be approached, not the wife alone. The parents may also need to be convinced of the worth of the migrant education program for their child. They may see their life as hopeless or "okay" as it is and have difficulty seeing education's positive effects.

They should be invited to the school for open house night and other such occasions and made to feel really, sincerely welcome. They may need assistance to attend, such as transportation, and babysitting during the evening to be spent in the school.

Real parental involvement is difficult to achieve if trust and acceptance have not first been established. Once they have, many new dimensions begin to open. There have been instances where parental program reinforcement has been a significant achievement growth factor in the areas of mathematics and reading as well as in other areas. One such study involved one group of migrant children whose parents were trained in program reinforcement and the other group whose parents were not retrained. Those children in the first group, parents involved, achieved significantly greater results in mathematics and reading levels during a six week program. The key was parental assistance such as: assuring the child he was good and could do well; assuring him that school was a good and worthwhile place; reinforcing his good school performance and not calling negative attention to his poorer performance, not comparing him unfairly to superior siblings and the like.[2]

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[2]J. Mangano and R. Towne, Improving Migrant Students' Academic Achievement Through Self-Concept Enhancement (Geneseo, N.Y.: New York State Center for Migrant Studies, 1971).

Parental involvement groups or advisory committees have also proven effective. Such groups can provide valuable insight into necessary program modifications, planning, implementation, and evaluation. It must be remembered that these parents are workers and meetings need to be planned around their work. This means evenings and rain days not during the typical eight to five work day. The meetings should be held in places convenient to these working parents. And, most importantly they must be made to feel that what they are doing is important and must see this importance in real results.

I. The Coordination of State and Local Assistance Resources for Migrant Education Programs

It is the practice of the State Migrant Department to sponsor meetings with other coordinating agencies in order to facilitate response to the special needs of migrants. Particular attention has been given to the areas of health and social services.

The existent migrant education programs, in the state, have had considerable success in orchestrating such service. County social services have proven to be a most valuable resource. The schools of medicine and dentistry at the State University of Iowa have assisted through making their mobile labs and field services available. The grantee is well advised to identify and approach such agencies in his local area as well as within the state.

It should be remembered that attention to medical, dental, nutritional, social, and hygenic needs are prerequisites to effective learning. Sound bases for the learner need to be formed in each of these areas.

Also to be included within this general category is the area of

legal assistance, protection, and enforcement. Often times migrant children and adults are not aware of their legal rights within their new state. A program can provide a very valuable service when attention to this area is included.

The foregoing sections are by no means all inclusive. It is hoped that they provide some insights and answers for rather common questions. Special cases are almost sure to arise in any program. The best procedure to follow when such is the case is to contact the State Migrant Director for an opinion and/or advice.

CHAPTER IV

THE MIGRANT EDUCATION PROGRAM IN THE STATE OF IOWA -- CURRENT AND POSSIBLE PRACTICES

Chapter I included a genesis and scope of the various existent and past components of the Iowa Migrant Education Program. This chapter will probe actual practices and possible future practices in greater specific detail. Attention will be given to practices in the categories of need assessment, performance objectives, instructional strategies, and terminal evaluation. The major focus will be upon existent programs within the state but, the perusal will not be limited to in-state practices alone as migrants generally do migrate from state to state making them interstate individuals. It is hoped that value can be gained from providing some practices from other states to capture and hopefully capitalize upon such interstatism as well as through providing a generic overview and reporting of in-state practices.

A. Need Assessment Practices

The need assessment of individual learners can quickly be divided into two categories, formal and informal. Formal assessment is usually thought of as including various standardized evaluative/diagnostic instruments. Informal assessment shares the same basic purpose as the formal approach but, is usually non-standardized and teacher, school, school district, area district or possibly state level produced.

The greatest purpose to be served is to determine proper educator intervention entrance levels for each migrant learner. In other words to determine the proper place to start the educational program with the migrant learner and to match this level with appropriate actions designed to accomplish growth. Failure to properly determine this level and match, within the educational context, will result in the learner being bored -- "turned off" because he has been underestimated or in his being bewildered because he has been overestimated.

One of the first sources of information to be consulted is the learner's record as provided by the Migrant Student Record Transfer System (see Chapter III). It will be recalled that there is a place on the record where standardized test scores may be recorded. If such are available and current, they can eliminate the necessity of starting the child's program with a gruelling battery of standardized tests, a procedure which should probably be avoided anyway as it can turn the student off to the program before he is ever being "turned on." At any rate such existent scores can provide information regarding achievement performance levels.

If MSRTS data does not include such test scores or if the tests are inappropriate for the goals of the particular program, it is wise to make a decision as to how best to obtain these data. The areas of most typical concern will usually be selected from the following categories:

Developmental Skills. . .

Gross motor development

Sensori-motor development

Visual perception ability

Visual memory ability

Auditory perception ability

Auditory memory ability

General conceptual and language development skills

Language Development Skills. . .

Speaking vocabulary development

Listening vocabulary development

Creative writing development

Reading Skills. . .

Word recognition development

Word analysis development

Word structure (phonics)

Oral reading development

Comprehension ability

Inherent study skills

Mathematics Skills. . .

Basic computational ability (four operations with whole numbers progressing to rational numbers, etc.)

Numeration concepts

Measurement concepts

Geometric concepts

Sets, logic, probability

Self Concept Development. . .

Self esteem inventory

Self concept of ability

It is not the purpose here to next move to a catalog of standardized tests which will measure each of these areas. Burro's "Tests in Print," current edition, or the catalogs of various test producing commercial establishments will better provide this information.

Some words of advice are in order, however. Think small! Don't attempt to test everything or you will have time for little else. Pick a high priority area for the student based upon obvious need (this might be found for reading or mathematics by using a quick, broad inventory such as the WRAT, Wide Range of Achievement Test, or The ZIP Test: A Quick Locater Test for Migrant Children, or some other suitable instrument), or use his area of interest as a start.

If you are working with Spanish-speaking migrant learners your problem is compounded. Few standardized assessment instruments are currently available. The use of instruments standardized only in English are invalid when applied to Spanish speakers. You may also find yourself using an instrument which is not culture free. You may be attempting to get a true measure of ability by using an instrument that will be biased because of the child's inability to read or write in English. Also, just because the child speaks Spanish does not necessarily mean that he can read and write in that language. Often the best approach, in the latter case, is some form of oral, informal assessment. Here, of course, much depends upon the skill of the examiner.

Be aware that any testing situation is more often than not a threatening situation. Care must be taken to desensitize the learner as much as possible to ensure valid results. Care must also be taken that the child is in his most typical condition when assessments are made. This is difficult if not impossible to determine the very first day of a program. It should be determined that the child is not ill or upset over some problem from at home, on the way to school or during the school day. Any of these factors if brought into play can destroy the validity of the emergent assessment.

The program in Muscatine made use of the Metropolitan Achievement

Test at one time but has since abandoned it as being unsuitable for a six week program. Reading skills diagnostic tests accompanying the Fountain Valley Teaching Support System have proven effective and are currently in use. In mathematics assessment the Houghton-Mifflin Individualized Computational Skills Program Test has proven to be a useful instrument.

West Liberty has made use of instruments accompanying the Miami Linguistics Series and/or those within the Houghton-Mifflin Reading Series as a means of assessing reading ability. Due to the ongoing, regular school year nature of this program intelligence testing is administered. This program of intelligence testing occurs at the third grade level thus providing a means for accommodating the delayed English facility ability of "settled out" migrant learners. The program also makes use of the Iowa Test of Basic Skills and the Lorge-Thorndike Intelligence Tests.

Currently an assessment research study is being conducted by Dr. Katherine Gerken, an assistant professor of special education at the State University of Iowa. Under a grant from the Rockefeller-Spellman Foundation, Dr. Gerken is attempting to determine how testable Spanish-speaking migrant learners are in various research configurations. Specifically the purpose of the investigation is to determine if two tests, the Lieter, non-verbal reading and the Wechsler (WIPSI) verbal are valid instruments for this population, and if examiner variations affect test results. The examiner variations as applied in an individual testing situation are: a bilingual speaking, Chicano, examiner; a non-Spanish speaking, Chicano, examiner; an Anglo non-Spanish speaking examiner; and an Anglo bilingual examiner. The best match up between characteristics of the examiner and performance by the child are thus also being explored. The results of this research are not yet available but they may prove of significance to

migrant education when they are tabulated and reported.

The Reinbeck Migrant Education Program makes use of a variety of means in the area of need assessment. Included among these are the: California Achievement Tests, Stanford Achievement Tests, the reading portion of the Iowa Test of Basic Skills, the Metropolitan Achievement Test, and the SRA Achievement Tests. These are employed in a pretest-posttest design at the outset and conclusion of the migrant education program. Teachers also select appropriate items, sections, etc., from these instruments along with assessment means of their own design to determine student performance levels for migrant learners.

Regardless of the assessment tools which may be ultimately used in these or other migrant education programs, they should, whenever possible be pre-selected and pre-planned. This does not mean to suggest inflexibility, quite to the contrary. It is only meant to suggest that it is often too late to begin looking for assessment instruments the day the migrant learners arrive to enter the program. A feeling of greater security for all is established if systematic program planning has already received attention as to anticipated need areas, performance analysis strategies, and means for assessing individuals, all of which are matched to a projected set of anticipated migrant education program objectives.

B. Performance Objectives Practices

Enough definitive information regarding this topic has probably been provided in the systematic planning approach described in Chapter III. Suffice it to say that without clearly stated and defined performance objectives a program may well find itself directionless.

Program developers and implementers have essentially three ways to

respond to the goal of performance objective development. One choice is for them to develop and write their own. This is an excellent choice if the key people are skillful at the task. Much has been said and written about performance objectives almost to the point of their seeming trite or passé. While the basic concept of performance objectives is not complex the development of really useful ones is. A second choice is to enlist the help of someone skillful in their development. This person can act as a resource person who can work with the staff in converting their thoughts into performance objectives often within an instructional development format. A third choice is to select already written performance objectives and appropriately apply them to the specific program. This latter approach can prove quite useful especially in the skill areas.

There are several sources of prewritten objectives available nationally. The "Objectives Exchange Center" developed by W. James Popham and others is one such source. Specifically dealing with migrant education are "Minimal Performance Objectives for Mathematics in Migrant Education," developed by the Michigan Department of Education in 1973. Another possible source is found in the "Performance Objectives Pilot Project--Reading," developed by the Texas Child Migrant Program, Texas Education Agency in 1974. A general source of performance objectives, often worth inspecting are those contained in criterion-referenced commercial materials in the skills areas such as those of the type available from such sources as the Westinghouse Learning Corporation and its SCORE, School Curriculum Objective-Referenced Evaluation System, which tailors objectives and evaluations to individual programs. From this brief overview of sources it should quickly be seen that availability is not a problem.

Performance objectives practices in Iowa Migrant Education Programs

were reported in Chapter I B. A brief composite review of current performance objectives of these three programs is appropriate in this section as well.

Muscatine

I. By the end of the six week instructional program the average reading skills growth will be twelve (12) as measured by the Fountain Valley Reading assessment program.

II. Math skills will improve at an average of 1.5 months during the six (6) week instructional program as measured by the Houghton-Mifflin Individualized Computational Skills pre and post assessment instruments.

III. Early primary level students will improve an average percentile rating by 35 points as measured by the administration of alternate forms of the Metropolitan Readiness Standardized Achievement Test.

West Liberty

I. To increase cultural pluralism.

II. To increase school attendance.

III. To increase socialization between Anglos and Chicanos.

IV. To deliver special services in the health areas.

V. To prepare migrant learners to compete successfully in an Anglo world through (a) assisting them in increasing their ability in English, and (b) assisting them in being proficiently bilingual.

Reinbeck

I. To increase the reading level of each student by .2 of a year.

II. To develop effective communication skills sequentially in the

areas of listening, speaking, reading, and writing.

III. To build concepts and develop language facilities by a multi-sensory approach.

IV. To develop orally (in mathematics) the concepts of vocabulary essential to computation and problem solving.

V. To develop (in mathematics) an understanding and appreciation of numbers as they function in the students' daily lives.

VI. To provide (in mathematics) functional and sequential instruction in computation and reasoning skills.

C. Instructional Strategies Employed in Migrant Education Programs -- An Overview

If one were to survey all of the migrant education programs throughout the nation it would probably be discovered that just about every instructional material and strategy was being used somewhere. This would include a range from basal text domination where lesson plans become little more than page numbers for given days, to highly individualized, unstructured teacher produced and commercially produced approaches where the migrant education teachers can be identified by tired appearances, the results or endless hours or programming. It would certainly be hoped that one would find more of the latter than former.

One is hard pressed to peruse an evaluative study of a local or state program without reading of the virtues of individualized instruction and the use of materials that match the migrant child's general background, cultural background, present language level and interest. Conclusions from "A Synthesis of Current Research in Migrant Education" published in 1970 identified the following:

Use individualized attention by sympathetic and knowledgeable adults to improve achievement, behavior, and self concept for migrant children.

Develop unique curricular for migrant students since standard curricula do not fit them.

Teachers should make use of teaching units of short duration.[1]

The "Evaluation of Migrant Education in Texas: A Summary" published in 1969 by this home base state for many Iowa migrants cited the following conclusions and suggestions:

Develop educational materials specifically adjusted to the culture and needs of migrant children.

Develop bilingual instructional programs.

Develop more individualized and personalized education for migrant children.[2]

One could cite many others but the point regarding tailored individualization of instruction seems rather clear.

The single most important instructional ingredient is the dedicated and competent teacher. It really takes both of these factors, the teacher and the materials, plus a true respect and empathy for migrant children as well as a working knowledge of the child's cultural background and the teacher's proficiency in the migrant's language. Many of these traits are just plain good teaching, others are specialties rather unique to migrant education. At any rate a migrant education program cannot achieve true excellence unless it is staffed by such teachers -- if they can be found.

A key ingredient in instructional strategies is success for the

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[1]J. O. Schnur, "A Synthesis of Current Research in Migrant Education," ERIC/CRESS, Las Cruces, N. M., 1970.

[2]Southwest Educational Development Corp., "Evaluation of Migrant Education in Texas: A Summary," 1969.

migrant learner. Successful learning is its own positive reinforcer. The teacher should reinforce the migrant learner's successful experiences thus overtly doubling its power. If parents can be enlisted to also reinforce successful learning experiences, through the stimulation of "happy notes" sent home or "happy messages," delivered, the power is tripled. This total dimension, teaches the migrant learner, the lesson of the pleasure and the value of learning and is the substance of good programming.

Materials should be selected which are designed for or lend themselves to individualized delivery. They should be representative of but, not limited to the world as he, the migrant child, knows it. The urban ghetto has little immediate relevance -- farm work, food processing, fiesta, do possess such relevance. It should be remembered that the primary purpose of written and oral language is to define one's world.

It is usually best to keep instructional group size small to decrease age and achievement variation. Many migrant learners are behind their resident peers in terms of grade level placement and achievement. The causes are obvious. The treatment is vitally important, for migrant learners have the highest drop out rates and school termination level (grade level achieved at drop out) of any group in our nation.

The learner must be helped to feel good about himself. He needs to be told this by others whom he holds as significant. A mirror in the classroom where he can look at himself and say, "Hey! That's me!" and feel good about it is effective with younger learners, as is displaying his good work at school and at home.

There is also the magic balance of readiness and motivation that needs consideration. The probability of his successfully completing a learning module must be high. He should be pushed to perform but not

beyond his ability to succeed. Material selection that will enhance this balance is a critical factor.

The skills areas, reading, writing, and mathematics are usually emphasized most in migrant education programs, which is fine and as it should be. This should not be done to the exclusion of other important areas such as culture (of the migrant and non-migrant), some science, physical education and recreation. The whole child needs to be taken into consideration and helped to grow.

While neither strategy nor method, teacher aides can be a fantastic asset to a migrant education program. Often they can enhance language and cultural background deficits that teachers may have. They can provide teaching assistance duties which help keep the ratio between teacher and students at desirable levels. There are also benefits to the teacher aides including extra income, career ladder opportunities, a feeling of being a part of the program, and the opportunity to provide the migrant learner with an identifiable model outside of the field in which he and his parents work.

Often times teachers must be taught how to make effective use of teacher aides. They also often need information regarding legal limits placed upon duties adies may and may not perform. The whole topic of teacher aides is an excellent professional development topic for in-service training.

Probably wise advice to follow regarding instructional material selection, is to have several ways (materials/strategies) available to accomplish given performance objectives. If regrouping to perform subtraction of whole numbers doesn't work be prepared to go to the expanded notation approach or to revert to counting sticks or the like. If this

kind of expanded identification of instructional materials to accomplish the given instructional goal is not carried out, the alternate approach of one way to do it will result, and truly individualized instruction will be but a phrase.

"One trial" teaching, the approach of having each lesson represent a discrete learning situation has proven to be effective in migrant education programs especially among "receiver" states. Through this approach a given skill or component sub skill, concept or component sub concept becomes the essence of the lesson. In this way if the learner leaves after three days he has learned three things he did not know rather than being left in educational limbo because he missed the last day or two where everything was pulled into focus. Dr. Donald Miller characterizes this approach to:

1. Relating that which is occurring now, in the immediate present.
2. Being a small, discrete, and relatively self-contained unit of interaction.
3. Being basically noncumulative.
4. Having a unity of intrinsic meaning of its own such that it will not be viewed solely as a microscopic piece of carefully graded sequence of instructional experience set forth in a curriculum guide.

The aims of one-trial teaching are reported as:

1. To achieve complete learning on the part of the student.
2. To instruct in small, relatively discrete, self-contained units with intrinsic meaning.
3. To perceive this learning as not being a cumulative entity part.
4. To achieve a teaching-learning interaction which has unity in a carefully graded sequence.[3]

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[3]W. L. Goodwin, "Bucknell Conference on Learning Problems of the Migrant Child," Report of Proceedings, Bucknell University, Lewisburg, Pa., 1967.

This does not mean to suggest that the program should not be developmental for it should, where suitable, it simply means that each part (lesson) should be thought of as a total part in and of itself.

If more than one teacher, teacher aide, group of teachers or teacher aides is responsible for the migrant child's learning, the material and instructional strategy selection process should be a group activity conducted by all those responsible. It takes special kinds of teachers and teacher aides to function as a team but the benefits for the child are greatly enhanced by so doing. This allows for the sharing of ideas, perceptions of the learner, the solving of problems and the delineation of who is responsible for what and when and with whom. Some teams seem to need a specific leader, some function as so many leaders, some need no formal sense of leadership. The wise program administrator is sensitive to these needs and provides the necessary encouragement and direction.

D. Instructional Strategies Employed by the Major Migrant Education Programs in Iowa

Muscatine

The current migrant education program in Muscatine focuses heavily upon reading, mathematics, and spelling with attention also given to art and music. The basic curricular design is that of multi-aged grouping. It is felt that this removes artificial grade level barriers. Students are assigned within a chronological age range of from 2 to 4 years to classes within a unit comprised of three classrooms. As a result class groups represent no particular grade level and continuous progress instructional approach becomes viable.

The Muscatine Migrant Education Program also has participated and

will continue to participate in an interstate teacher exchange program. This past year (1974), Mr. Joaquin Medrano, a Texas Interstate Cooperative Project migrant instructor, observed the total program. He consulted with staff members regarding program objectives and progress, interpreted the status of the Texas migrant program, offered suggestions for upgrading the Muscatine program, visited parents at their camps and homes, assisted with the supervision of children during field trips, and consulted with the project director in attempting to foster closer cooperation between the home-base state of Texas and the receiver state, Iowa.

The Muscatine program also employs aspects of the Individually Guided Education (IGE) model. An Instructional Improvement Committee (IIC) meets at least once a week before the school day begins. This provides time for IIC representatives to discuss common problems, determine solutions, plan, and modify the program. The unit leaders remain constant members on the IIC throughout the program. The unit leaders report back to other members of the team and also carry input from them into the IIC.

Muscatine makes use of the Fountain Valley Teaching Support System, a criterion-referenced, multi-source system as the essential ingredient in its reading program. Other textbook series and media programs that are used as learning alternatives for reading and language development include: Systems 80 -- "Early Childhood Concept Development," "Learning Little Sounds," "Phonics Program"; Languagemaster -- "Word-Picture Program," "Linguistic Word Pattern Program," "Phonics Program"; Wollensak -- "Language Arts Program"; Peabody Language Development Kits -- "Sights and Sounds," "Storybooks and Cassettes"; Reader's Digest "Skills Builders Kits -- Primary and Intermediate Levels"; Bill Marten "Instant Readers Series"; "Miami Linguistics Readers"; "SRA Reading Laboratories"; Barnell Loft

"Specific Skills Series"; "Learning with Laughter" -- filmstrip and cassettes; Scott-Foresman "Open Highways Series."

Beginning with the 1975 summer migrant education program, Muscatine will adopt the Scott-Foresman "Reading System." This will then become the major vehicle in the reading program.

A significant number of migrant learners have facility in Spanish in the Muscatine program. The instructional approach employed is: to hire as many bilingual teachers as possible; to identify monolingual Spanish speakers and have bilingual teachers work intensively with them. Spanish is not taught in the program as such but is used as an instructional vehicle when and where it is found to be necessary. The specifics of this will be explored later in this section.

In mathematics Muscatine utilizes the Houghton-Mifflin Individualized Computational Skills Program Test as its basic instructional vehicle. This program is further supplemented by selected use of: Wollensak -- "Math Teaching Tapes"; 'Study Scope Primary and Intermediate Math Kits"; "Tutorgram -- Math Program"; Languagemaster -- "Math Facts Program"; Laidlaw "Spectrum Math Series"; Systems 80 -- "Beginning Math Concepts"; "Instructo Math Kits"; SRA "Arithmetic Fact Kit"; "Math Fact Records"; Ginn "Math Skills Program" -- levels 1 and 2; and "Cyclo-Teacher" math programs from Field Enterprise.

Individual student mathematics record cards are maintained. These are used to identify skills successfully mastered as well as to point out skills to yet be acquired by migrant learners in the Muscatine program.

In spelling individual student placement within the program is again the key in the Muscatine Migrant Education Program. There are two tracts available to learners. Both tracts begin with a Continuous Progress

Spelling Placement Test developed by the Economy Co. This places the learner at his appropriate level within the program.

Appropriate word lists for the learner's level are then assigned in the main tract program. Continuing in the main tract program, students are paired together as spelling "partners." In this setting they are encouraged to learn from one another. The motivational level of the learning activity also benefits these partner pairings. The spelling "partners" test each other on words from their own individual lists. Instructors administer posttests as students complete study of a given spelling level. Posttests determine the permanency of learning and indicate the need to recycle students through words requiring additional study where this is found to be necessary.

Another spelling tract is available for those who are unable to function effectively in the role of a spelling "partner." These learners are assigned alternatives including Systems 80 -- "Developing Spelling Skills" and/or the assignment of lessons in a traditional type spelling workbook.

As mentioned previously many of the migrant learners who participate in the Muscatine program bring with them the extra instructional challenge of bilingualism. At the early primary level, ages 4 to 7, the primer "Tito, Beginning Reading in Spanish" is currently used. This primer introduces the student to the printed Spanish words which, under most circumstances, have already been assimilated into the learner's speaking vocabulary. The transition from Spanish to English occurs as the instructor presents English equivalents in both written and oral expression. Additional materials found useful for the early primary level learners include such as the: Bowmar "Early Childhood Spanish Series," as

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well as "Peabody Language Development Kits."

Materials used with students who were functioning at varying degrees of bilingualism at all instructional levels include: the "Hear-See-Say Phonics Program"; "Apprendiendo A Leer"; "Fabulous Bilingues Series"; "Disneylandia -- Stories and Cassettes"; "Miami Linguistic Readers": "Let's Speak English"; "Spanish Sights and Sounds"; "Sesame Street Magazines," Spanish edition; "Se'Quien Soy -- English Around the World"; "Beginning Fluency in English"; "Introducing English"; "Action Phonics, bilingual version; "A Portfolio of Outstanding Americans of Mexican Descent"; and the "Early Learning Filmstrips Library," with cassettes.

The basic approach within the Muscatine program is to provide students with the encouragement to use both languages, with emphasis placed upon English expression during classroom instructional activities. Direction for daily assignments are given in English and Spanish by either a bilingual instructor or a bilingual teacher aide as required.

In the current school year Muscatine will be assuming an added responsibility in bilingual programming. For the past several years bilingual resource teachers were hired by and functioned within the organizational structure of the Muscatine-Scott Joint County System, providing a regular school year program. The Muscatine Community School System will now be assuming this responsibility. This program like the summer compensatory program will utilize resource teachers to provide special bilingual help to youngsters in need of such help. This approach supplements rather than replaces regular integrated classroom instruction.

The proposed means and goals of this newly assumed responsibility include service delivery through resource rooms located in each elementary

and secondary school building where migrant and five-year provision students are in attendance. These rooms will be maintained by bilingual "Language Development" instructors.

Emphasis will be given to the identification of each student's functional levels in reading and language. Language Development instructors and the regular classroom teachers will determine together the 20 to 45 minute time blocks during which instruction geared to these functional levels will occur.

These instructors will teach English as a second language. The basic program goal will be the development and reinforcement of reading and language skills as expressed through written and oral English. Additionally all program participants will receive one period of instruction per week intended to provide Spanish language development. Bicultural program development components will also be included.

West Liberty

Some of the same instructional materials have and are used in the West Liberty Migrant Education Program. It will be recalled that the West Liberty program is unique in that it is conducted during the regular school year with a significant number of "settled out" migrant learners.

In this program the bilingual resource teacher approach is employed to provide extra help to students for approximately a thirty minute period per day. Here again the major emphasis is upon developing proficiency in English as soon as possible with Spanish as a vehicle.

The bilingual portion of the West Liberty migrant education program can be further described as attempting to rank learners according to their language development level. Four categories arranged in priority ranking illustrate the program.

1. Monolingual Spanish speaking

   Youngsters in this category are totally Spanish speaking. They receive first priority within the program and the greatest possible amount of assistance from the bilingual teacher(s).

2. Little to no English speaking ability

   These youngsters are just beginning to function bilingually. While ranked as second in priority they too receive significant support from the bilingual teacher(s).

3. Speaks English with difficulty in academic (content) areas

   These youngsters are ranked third in program priority. The bilingual teacher(s) provide help in the polishing of skills necessary to function successfully in the content areas.

4. Full functioning member of an academic classroom

   These youngsters are ranked fourth in program priority. They need and receive special help from the bilingual teacher in areas of culture (adaptation to the Anglo culture) plus maintenance of their ability in Spanish, where deemed necessary. This group is receiving the least attention presently.

The Houghton-Mifflin reading tests are applied in each of these category areas from kindergarten on through subsequent grades. Learners in category 4 are capable of working and do receive the Iowa Test of Basic Skills and other achievement/intelligence instruments as their application is felt to be valid.

The following reaction to instructional materials was provided

from children and teachers in the West Liberty program:

> Children react well to all materials except (one linguistic series) which has no pictures. Everyone particularly likes the "Miami Linguistics Series" and the Ginn "Word Enrichment Program." Children like the card reader (this "like" was found to extinguish after prolonged use) . . . Kindergarten teachers have expressed the hope that the program would be almost entirely oral and aural and object to . . . worksheets (commercial ones) and (commercial) workbook pages as they feel children shouldn't use paper and pencil very much during their time with the bilingual teacher. First through third grade teachers appear satisfied with current materials and results of their usage.
>
> Children are especially stimulated by audio-visual materials such as puppets, flannel board stories, bilingual filmstrips, cassettes and records.

A listing of materials used in the West Liberty Migrant Education Program includes, at the kindergarten level: "Introducing English," Houghton-Mifflin; "Core English Program," Ginn & Co.; "Diagnostic Reading Readiness Program," Merrill Co.; "First Talking Alphabet," Scott-Foresman; "Consonant Bingo," Dolch; "Ginn Consonant Kit," Ginn & Co.; "Oral English," Economy Co.; "DLM Learning Materials"; "Golden Books" (English and Spanish); Bowmar, "Early Childhood Books." For grades 1 through 3 the list includes: the "Miami Linguistics Series," D. C. Heath & Co.; "Linguistics Series," Merrill Co.; Ginn, "Word Enrichment Program"; "Tito," Economy Co.; "Preparandose Para Leer," Houghton-Mifflin; "Oral English," Economy Co.; "DLM Learning Materials"; "E.F.1 Card Reader"; "First Talking Alphabet," Scott-Foresman;

"Golden Books" (in English and Spanish); "Dolch Vowel Flashcards"; "Dolch Picture Word" flashcards; and the DuKane, "Math Puter," a filmstrip, cassette approach.

Some other components of the West Liberty Migrant Education Program while not falling within the category of instructional materials are worth noting. At the secondary school level Chicano students participate in an organization named Students for an Educational Society (SES). This is a cadet teacher corps which gets Chicano students involved in helping others to learn. It has been perceived that this activity has helped keep these learners in school.

A special Head Start program for all children, including Chicanos, in the five year old age range is provided each summer. This program commences during the second week in June and terminates at the end of the second week in July. The half day program, staffed by regular kindergarten teachers has been seen as a means toward enhancing successful regular school program entrance.

Reinbeck

The focus of the Reinbeck Migrant Education Program is geared toward assistance in the basic content areas. Major emphasis is placed upon reading, language development and mathematics. As mentioned before this is a two phase program beginning with the integration of migrant learners into the regular school year program and concluding with a special compensatory program terminating at the end of June or early in July.

The curricular organization of the Reinbeck program embraces a team teaching approach with multi-aged grouping. This approach is used in the regular year program as well as the compensatory program. The structure revolves around four teams. Team 1 intersects the typical first

and second grade level. Team 2 intersects grades two and three; team 3, the fourth and fifth grade; and team 4 the fifth and sixth grade level. Modification of the traditional lock step graded system can quickly be detected from the preceding. Students are placed in a team or moved from team to team according to their performance as measured and evaluated by teachers using the following criteria.

1. Friends that benefit each other.
2. Friends that harm learning.
3. Brothers and sisters in the team -- would this be advantageous or a hindrance?
4. Identify the appropriate children that may cause problems based upon criteria 1, 2 and 3, and place them accordingly.
5. Identify the potential group leaders and place them accordingly.
6. Think about the child's personality.
7. Think about the teacher's personality.
8. Think about how you, the teacher, work with the parents.
9. Consider the physical and emotional maturity of the child.
10. Consider the child's academic ability.
11. When finished look over the complete list in each homeroom for similarities in abilities and boy-girl ratio.

Materials and strategies used in the Reinbeck Migrant Education Program include the following: Merrill "Linguistic Readers," "Math Puters," the Macmillan "Language Arts Series," the SCIS (Science Curriculum Improvement Study) program, the Webster-McGraw-Hill spelling series, SRA reading materials, Ginn 360, the Holt "Databank" in social studies, plus an in-house mathematics system based upon the Houghton-Mifflin program.

Operationally the summer migrant education program in Reinbeck can be described as being similar to the old one room schoolhouse approach. In addition to materials mentioned the program is further enhanced by an outdoor science program and community orientation field trips to recreational areas and manufacturing facilities. The purpose of this latter is to show the migrant learner how the typical Iowan lives, plays and earns a living.

E. Terminal Evaluation in Migrant Education Programs

Terminal evaluation implies two targets, the migrant education program and the migrant learner. Reporting the results of efforts for both of these targets is very important.

It will be recalled from an earlier section that terminal program evaluation and reporting is necessary before final funds are released. The guidelines for this report are contained in Appendix E and include the categories of:

1. exemplary projects
2. children served
3. grade placement
4. teacher-pupil ratio
5. inter-relationship with the regular Title I program
6. coordination with other programs
7. in-service training
8. non-public school transportation
9. dissemination
10. community involvement
11. program effectiveness

12. special areas
13. construction-equipment
14. supportive services
15. program integration
16. staff utilization
17. new programs
18. program techniques

The directions for completing this document are quite clear. If questions do arise it is best to direct them to the State Migrant Director.

Terminal evaluation of students is integral to the program but is also possessive of its own characteristics. The typical responsibility here is reporting data to the state MSRTS operator for inclusion in the migrant student's record transfer system form. Most programs within the state report their usage of the cummulative folder approach also.

For the MSRTS, scores from standardized tests, grade level achievement and specific progress data are very valuable and should be submitted. Progress detected by pre- post-measures are appropriate here as well as in cummulative folders. Cummulative folders are of special value when a program serves the same migrant learner(s) more than once.

Other data of value in a cummulative folder might include a record of: likes and interests, learning style, strategies that have met with success, means for gaining and maintaining parental support, to cite but a few.

Some of the programs in Iowa such as the one in Muscatine make use of pupil progress reports in English and Spanish as a means to better communicate learner status and performance to parents. Each program possesses its own approach. Future programs are encouraged to develop a means for

such reporting as well as inc[illegible] the aforementioned areas of terminal evaluation in their program [illegible].

Within the systematic program design approach suggested in Chapter III this terminal evaluation activity is the step in which it is determined whether or not objectives were met. The criterion for meeting or not meeting these objectives is best measured through the analysis of pupil effects resultant from the program. All of our egos feel better when we can point to tangible measures of success. We should not take success for granted however, and must be realistic in recognizing failures for we learn much from them as well. Careful terminal evaluation will pinpoint successes and failures very specifically. It further allows us the means to determine why success or failure resulted. This allows us to continue the successful and as importantly shows us where and why failure was probably caused so that we know where modifications need be made.

It is hoped that the four chapters of this handbook provide background, answer questions, stir some new thinking and dreaming among those educators currently operating migrant education programs and those who contemplate such a role. This is by no means a static field, to the contrary it is very dynamic. The migrant worker and his children are among those most in need of the talents and resources of our country. They too deserve their place in the sun and not only as "Wednesday's Children."

APPENDIX A

August 21, 1974 Pub. Law 93-380

"PROGRAMS FOR MIGRATORY CHILDREN

"SEC. 122. (a) (2) A State educational agency or a combination of such agencies, upon application, shall be entitled to receive a grant for any fiscal year under this section to establish or improve, either directly or through local educational agencies, programs of education for migratory children of migratory agricultural workers or of migratory fishermen. The Commissioner may approve such an application only upon his determination--

"(A) that payments will be used for programs and projects (including the acquisition of equipment and where necessary the construction of school facilities) which are designed to meet the special educational needs of migratory children of migratory agricultural workers or of migratory fishermen, and to coordinate these programs and projects with similar programs and projects in other States, including the transmittal of pertinent information with respect to school records of such children:

"(B) that in planning and carrying out programs and projects there has been and will be appropriate coordination with programs administered under part B of Title III of the Economic Opportunity Act of 1964;

"(C) that such programs and projects will be administered and carried out in a manner consistent with the basic objectives of clauses (1) (B) and (3) through (12) of section 141(a); and

"(D) that, in planning and carrying out programs and projects, there has been adequate assurance that provision will be made for the preschool educational needs of migratory children of migratory agricultural workers or of migratory fishermen, whenever such agency determines that compliance with this clause will not detract from the operation of programs and projects described in clause (A) of this paragraph after considering the funds available for this purpose. The Commissioner shall not finally disapprove an application of a State educational agency under this paragraph except after reasonable notice and opportunity for a hearing to the State educational agency.

"(2) If the Commissioner determines that a State is unable or unwilling to conduct educational programs for migratory children of migratory agricultural workers or of migratory fishermen, or that it would result in more efficient and economic administration, or that it would add substantially to the welfare or educational attainment of such children, he may make special arrangements with other public or nonprofit private agencies to carry out the purposes of this section in one or more States, and for this purpose he may use all or part of the total of grants available for any such State under this section.

"(3) For purposes of this section, with the concurrence of his parents, a migratory child of a migratory agricultural worker or of a migratory fisherman shall be deemed to continue to be such a child for a period not in excess of five years, during which he resides in the area served by the agency carrying on a program or project under this subsection. Such children who are presently migrant, as determined pursuant to regulations or the Commissioner, shall be given priority in this consideration of programs and activities contained in applications submitted under this subsection.

APPENDIX B

August 21, 1974 Pub. Law 93-380

PROTECTION OF THE RIGHTS AND PRIVACY OF PARENTS AND STUDENTS

SEC. 513. (a) Part C of the General Education Provisions Act is further amended by adding at the end thereof the following new section:

"PROTECTION OF THE RIGHTS AND PRIVACY OF PARENTS AND STUDENTS

"SEC. 438. (a) (1) No funds shall be made available under any applicable program to any State or local educational agency, and institution of higher education, any community college, any school, agency offering a preschool program, or any other educational institution which has a policy of denying, or which effectively prevents, the parents of students attending any school of such agency, or attending such institution of higher education, community college, school, preschool, or other educational institution, the right to inspect and review any and all official records, files, and data directly related to their children, including all material that is incorporated into each student's cummulative record folder, and intended for school use or to be available to parties outside the school or school system, and specifically including, but not necessarily limited to, identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns. Where such records or data include information on more than one

student, the parents of any student shall be entitled to receive, or be informed of, that part of such record or data as pertains to their child. Each recipient shall establish appropriate procedures for the granting of a request by parents for access to their child's school records within a reasonable period of time, but in no case more than forty-five days after the request has been made.

"(2) Parents shall have an opportunity for a hearing to challenge the content of their child's school records, to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading, or otherwise inappropriate data contained therein.

"(b) (1) No funds shall be made available under any applicable program to any State or local educational agency, any institution of higher education, any community college, any school, agency offering a preschool program, or any other educational institution which has a policy of permitting the release of personally identifiable records or files (or personal information contained therein) of students without the written consent of their parents to any individual, agency, or organization, other than to the following--

"(A) other school officials, including teachers within the educational institution or local educational agency who have legitimate educational interests;

"(B) officials of other schools or school systems in which the student intends to enroll, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record;

"(C) authorized representatives of (i) the Comptroller General of the United States, (ii) the Secretary, (iii) an administrative head of an education agency (as defined in section 409 of this Act), or (iv) State educational authorities, under the conditions set forth in paragraph (3) of this subsection; and

"(D) in connection with a student's application for, or receipt of, financial aid.

"(2) No funds shall be made available under any applicable program to any State or local educational agency, any institution of higher education, any community college, any school, agency offering a preschool program, or any other educational institution which has a policy or practice of furnishing, in any form, any personally identifiable information contained in personal school records, to any persons other than those listed in subsection (b) (1) unless--

"(A) there is written consent from the student's parents specifying records to be released, the reasons for such release, and to whom, and with a copy of the records to be released to the student's parents and the student if desired by the parents, or

"(B) such information is furnished in compliance with judicial order, or pursuant to any lawfully issued subpoena, upon condition that parents and the students are notified of all such orders or subpoenas in advance of the compliance therewith by the educational institution or agency.

"(3) Nothing contained in this section shall preclude authorized representatives of (A) the Comptroller General of the United States, (B) the Secretary, (C) an administrative head of an education agency or (D) State educational authorities from having access to student or other

records which may be necessary in connection with the audit and evaluation of Federally-supported education program, or in connection with the enforcement of the Federal legal requirements which relate to such programs: *Provided,* That, except when collection of personally identifiable data is specifically authorized by Federal law, any data collected by such officials with respect to individual students shall not include information (including social security numbers) which would permit the personal identification of such students or their parents after the data so obtained has been collected.

"(4) (A) With respect to subsections (c) (1) and (c) (2) and (c) (3), all persons, agencies, or organizations desiring access to the records of a student shall be required to sign a written form which shall be kept permanently with the file of the student, but only for inspection by the parents or student, indicating specifically the legitimate educational or other interest that each person, agency, or organization has in seeking this information. Such form shall be available to parents and to the school official responsible for record maintenance as a means of auditing the operation of the system.

"(B) With respect to this subsection, personal information shall only be transferred to a third party on the condition that such party will not permit any other party to have access to such information without the written consent of the parents of the student.

"(c) The Secretary shall adopt appropriate regulations to protect the rights of privacy of students and their families in connection with any surveys or data-gathering activities conducted, assisted, or authorized by the Secretary or an administrative head of an education agency. Regulations established under this subsection shall include provisions controlling the

use, dissemination, and protection of such data. No survey or data-gathering activities shall be conducted by the Secretary, or an administrative head of an education agency under an applicable program, unless such activities are authorized by law.

"(d) For the purposes of this section, whenever a student has attained eighteen years of age, or is attending an institution of postsecondary education the permission or consent required of and the rights accorded to the parents of the student shall thereafter only be required of and accorded to the student.

"(e) No funds shall be made available under an applicable program unless the recipient of such funds informs the parents of students, or the students, if they are eighteen years of age or older, or are attending an institution of postsecondary education, of the rights accorded them by this section.

"(f) The Secretary, or an administrative head of an education agency, shall take appropriate actions to enforce provisions of this section and to deal with violations of this section, according to the provisions of this Act, except that action to terminate assistance may be taken only if the Secretary finds there has been a failure to comply with the provisions of this section, and he has determined that compliance cannot be secured by voluntary means.

"(g) The Secretary shall establish or designate an office and review board within the Department of Health, Education, and Welfare for the purpose of investigating, processing, reviewing, and adjudicating violations of the provisions of this section and complaints which may be filed concerning alleged violations of this section, according to the procedures contained in sections 434 and 437 of this Act".

(b) (1) (i) The provisions of this section shall become effective ninety days after the date of enactment of section 438 of the General Education Provisions Act.

(2) (i) This section may be cited as the "Family Educational Rights and Privacy Act of 1974".

PROTECTION OF PUPIL RIGHTS

SEC. 514. (a) Part C of the General Education Provisions Act is further amended by adding after section 438 the following new section:

"PROTECTION OF PUPIL RIGHTS

"SEC. 439. All instructional materials, including teacher's manuals, films, tapes, or other supplementary instructional material which will be used in connection with any research or experimentation program or project shall be available for inspection by the parents or guardians of the children engaged in such program or project. For the purpose of this section 'research or experimentation program or project' means any program or project in any applicable program designed to explore or develop new or unproven teaching methods or techniques".

(b) The amendment made by subsection (a) shall be effective upon enactment of this Act.

APPENDIX C

MIGRATORY PROGRAM APPLICATION FOR
FEDERAL ASSISTANCE

FORM APPROVED
OMB NO. 51-R1056

Department of Health, Education, and Welfare
Office of Education
Washington, D.C. 20202

MIGRATORY PROGRAM
ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I

INSTRUCTIONS FOR APPLICATION FOR FEDERAL ASSISTANCE
(Nonconstruction Programs) (OMB NO. 80-R0186)

NOTE: References to "applicants other than States" in the following instructions are relevant only if the individual State requires the use of this form by local applicants.

PART I

This form shall be used by the States to apply to the Office of Education (OE) and by other applicants to apply to the States for Federal assistance for the Elementary and Secondary Education Act, Migratory Program, Title I. This form shall be used also to request supplemental assistance and to propose changes or amendments for approved grants originally submitted on this form.

Submit the original and two copies of the forms. States shall submit their applications to: Office of Education (Migrants), Application Control Center, 400 Maryland Ave., SW., Washington, D.C. 20202. Other applicants shall submit to the appropriate State Department of Education.

When a request is made for supplemental assistance amendments or changes to an approved grant, submit only those pages which are appropriate.

Item 1. Enter the State clearinghouse identifier. This is the code or number assigned by the clearinghouse to applications requiring State clearinghouse coordination for programs listed in Attachment D, Office of Management and Budget Circular No. A-95. If not applicable, enter "NA."

Item 2. Enter the applicant's application number or other identifier, if a preapplication was submitted, show also the number that appeared on the

preapplication if different than the application number. If not applicable, enter "NA."

Item 3. If the application is from a State, enter the address information as given directly above in Part I. If the applicant is other than a State, enter the name of the State, the name of the primary organizational unit to which the application is addressed, the name of the administrative office having direct operational responsibility for managing the grant program, and the complete address of the State agency.

Item 4. Enter the name of the applicant, the name of the primary organizational unit which will undertake the grant supported activity, and the complete address of the applicant. Enter also in Item 4 the applicant's employer identification number assigned by the U.S. Internal Revenue Service or if the applicant has been assigned a DHEW entity number, consisting of the IRS employer identification number prefixed by "1" and suffixed by a two-digit number, enter the full DHEW entity number.

If the payee will be other than the applicant, type on a separate sheet and attach to this form "Payee:", the payee's name, department or division, complete address, and employer identification number or DHEW entity number. If an individual's name and/or title is desired on the payment instrument, the name and/or title of the designated individual must be specified.

Item 5. Enter the descriptive name of this project.

Item 6. Enter "13.429."

Item 7. Enter the amount that is requested from the Federal Government in this application. This amount should agree with the total amount shown in Part III, Section A, Line 5 of Column (e). For changes or amendments show only the amount of the increase or decrease.

Item 8. Check "State" or "Other." If "Other," specify the type of applicant (e.g., Local Educational Agency).

Item 9. Check the type of application or request. No continuations are funded in this program. If the "Other Changes" block is checked, specify the type of change. The definitions for terms used in Item 9 are as follows:

a. NEW GRANT - an action which is being submitted by the applicant for the first time.

b. SUPPLEMENTAL GRANT - an action which pertains to an increase in the amount of the Federal contribution for the same period.

c. CHANGES IN THE EXISTING GRANT - specify one or more of the following:

(1) INCREASE IN DURATION - a request to extend the grant period.

(2) DECREASE IN DURATION - a request to reduce the grant period.

(3) DECREASE IN AMOUNT - a request to decrease the amount of the Federal contribution.

Item 10. Check "Grant."

Item 11. Enter the total number of migratory children benefiting from this project.

Item 12.

a. Enter the congressional district in which the applicant is located.

b. Enter the congressional district(s) in which the actual work on the project will be accomplished.

Item 13. Enter the number of months that will be needed to complete the project after Federal funds are made available.

Item 14. Enter the approximate date the project is expected to begin.

Item 15. Enter the date this application is submitted.

Item 16. For a State application, the Chief State School Officer or his authorized representative must complete the certification before submitting the report. For "Other" type of applicant, the chief officer must sign.

PART II

Negative answers will not require an explanation unless the Federal agency requests more information at a later date. Provide supplementary data for all "Yes" answers in the space provided in accordance with the following instructions:

Item 1. Provide the name of the governing body establishing the priority system and the priority rating assigned to this project.

Item 2. Provide the name of the agency or board which issued the clearance and attach the documentation of status or approval. State applicants must include a certificate by the State attorney general or other appropriate State legal officer as prescribed in the regulations for Title I, ESEA (§116.5).

Item 3. Attach the clearinghouse comments for the application in accordance with the instructions contained in Office of Management and Budget Circular No. A-95. If comments were submitted previously with a preapplication, do not submit them again but any additional comments received from the clearinghouse should be submitted with this application.

Item 4. Furnish the name of the approving agency and the approval date.

Item 5. Show whether the approved comprehensive plan is State, local or regional, or if none of these, explain the scope of the plan. Give the

location where the approved plan is available for examination and state whether this project is in conformance with the plan.

Item 6. Show the population residing or working on the Federal installation who will benefit from this project.

Item 7. Show the percentage of the project work that will be conducted on federally-owned or leased land. Give the name of the Federal installation and its location.

Item 8. Describe briefly the possible beneficial and harmful impact on the environment of the proposed project. If an adverse environmental impact is anticipated, explain what action will be taken to minimize the impact. Federal agencies will provide separate instructions if additional data is needed.

Item 9. State the number of individuals, families, businesses, or farms this project will displace. Federal agencies will provide separate instructions if additional data is needed.

Item 10. Show the Federal Domestic Assistance Catalog number, the program name, the type of assistance, the status and the amount of each project where there is related previous, pending or anticipated assistance. Use additional sheets, if needed.

PART III

General Instructions. Budgeted amounts should be separately shown for different functions or activities within the program. Sections A and B should provide the budget for the year.

All applications should contain a breakdown by the object class categories shown in Lines a-k of Section B.

Section A. Budget Summary.

Lines 1-4, Columns (a) and (b).

State applicants enter on line 1, column (a) "SEA" and on line 2, column (a) "Local Projects." Other applicants using this form to apply to the State should enter on line 1 column (a) "Instructional Services," on line 2 "Support Services," on line 3 "Staff Development," and on line 4 "Others."

Enter in column (b), the catalog number 13.429.

Lines 1-4, Columns (c) through (g).

FOR ALL APPLICATIONS. Leave columns (c), (d), and (f) blank. No non-Federal funds and no unobligated Federal funds are to be reported by either States or other applicants.

FOR NEW APPLICATIONS. State applicants should enter on line 1, column (e) the amount of Federal funds to be retained by the SEA for its own activities

under the migrant program, and on line 2 the amount of Federal funds to be sub-granted to applicants for local migrant education projects. Both amounts should be the Federal funds required to support the project(s) for the first funding period (a year). Applicants applying to the State Education Agency should enter on lines 1 through 4 of column (e) the amounts of Federal funds budgeted for the activities in column (a) for the first funding period (a year). Do not use column (g).

FOR SUPPLEMENTAL GRANTS AND CHANGES TO EXISTING GRANTS. All applicants enter in column (e) the amount of the increase or decrease of Federal funds. In column (g) enter the new total budget amount of Federal funds which includes the total previous authorized budgeted amount plus or minus as appropriate the amounts shown in column (e). The amounts in column (g) will NOT equal the amount in Column (e).

Line 5. Show the totals for all columns used.

Section B. Budget Categories.

In the column headings (1) through (4), enter the titles of the same activities shown on lines 1-4, column (a), Section A.

For each activity, fill in the total requirements for funds (Federal) by object class categories. State applicants need only breakdown by object class categories the funds to be retained for its activities (use Column (1)); in Column (2), enter Local Projects and use the "Total" row only.

Lines 6a-h. Show the estimated amount for each direct cost budget (object class) category for each column with activity heading according to the following:

Line 6a. "Personnel" must show salaries and wages only. Fees and expenses for consultants must be included on line 6h.

Line 6b. Leave this line blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost rate.

Line 6c. Indicate travel of employees only. Travel of consultants, trainees, etc. should not go on this line, nor should local transportation (i.e., where no out-of-town trip is involved).

Line 6d. Indicate the cost of nonexpendable personal property. Such property means tangible personal property having a useful life of more than one year and an acquisition cost of $300 or more per unit. A grantee may use its own definition of nonexpendable personal property provided that such definition would at least include all personal property as defined above. Mobile units, relocatables, and portables are to be included here.

Line 6e. Show all tangible personal property except that which is on Line 6d.

Line 6f. Use for procurement contracts (except those which belong on other lines such as equipment and supplies). Line 6f must not include payments

to individuals such as stipends and allowances for trainees, consulting fees, benefits, etc.

Line 6g. State the amount for alteration, renovation, or construction.

Line 6h. All direct costs not clearly covered by Lines 6a through 6g must be included here. Examples are computer use charges, non-salary and wage payments to individuals ("stipends" and trainee travel cost), space or equipment rental, required fees, consulting fees and travel, communication costs, rental of space, utilities and custodial services, printing materials, and local transportation.

Line 6i. Show the totals of Lines 6a to 6h in each column.

Line 6j. Show the amount of indirect cost. Refer to Office of Management and Budget Circular No. A-87.

Line 6k. Enter the total of amounts of Lines 6i and 6j. For all applications for new grants, the total amount in Column (5), Line 6k, should be the same as the total amount shown in Section A, Column (e), Line 5. For supplemental grants and changes to grants, the total amount of the increase or decrease as shown in Columns (1)-(4), Line 6k should be the same as the sum of the amounts in Section A, Column (e) on Line 5.

Line 7. Enter "NA."

Section C. Source of Non-Federal Resources. Enter "NA."

Section D. Forecasted Cash Needs. Enter "NA."

Section E. Budget Estimates of Federal Funds Needed for Balance of the Project. Enter "NA."

Section F. Other Budget Information.

Line 21. Use this space to explain amounts for individual direct object cost categories that may appear to be out of the ordinary and to explain the following details for the budget:

PERSONNEL SALARIES FOR LINE 6a. Include a statement which shows the total commitment of time and the total salary to be charged to the project for each key member of the staff cited in Part IV, 5a.

EQUIPMENT FROM LINE 6d. List items of equipment in the following format: Item, Number of Units, Cost per Unit, Total Cost.

CONTRACTUAL FROM LINE 6f. Indicate the name of the agency or organization that will receive each proposed contract and its amount. This should be supported by Part IV, 3d.

OTHER FROM LINE 6h. (a) Give the total number of consultants that will work on the project and their costs (fees and travel).

(b) Give the total direct cost for training activities for training programs of such functions or activities. Also breakout: (1) Costs for "stipends" in terms of number of weeks times number of trainees times average stipend; (2) Costs of travel for trainees and number of trainees for whom travel allowances are requested. For applicants other than State, breakout the sum of each of the following from the total under "Support Services": health, food, transportation.

Line 22. Enter the type of indirect rate (provisional, predetermined, final or fixed) that will be in effect during the funding period, the estimated amount of the base to which the rate is applied, and the total indirect expense.

Line 23. Provide any other explanations required herein or any other comments deemed necessary.

PART IV - PROGRAM NARRATIVE

Prepare the program narrative statement in accordance with the following instructions for all new grant programs. Requests for changes on an approved project should respond to Item 5b only. Requests for supplemental assistance should respond to question 5c only.

1. OBJECTIVES AND NEED FOR THIS ASSISTANCE.

Give the number of migratory children to be served in the following categories: interstate, intrastate and former. Demonstrate the need for assistance and state the principal and subordinate objectives of the program. Supporting documentation or other testimonies from concerned interests other than the applicant may be used. Relevant data should be included on the characteristics and special educational needs of the migratory children to be served (e.g., educational performance, cultural and linguistic background). Also describe the objectives of, and needs for, inservice training.

2. RESULTS OR BENEFITS EXPECTED.

Identify results and benefits to be derived by migratory children.

3. APPROACH.

a. For all applicants (State and Other) outline a plan of action pertaining to the scope and detail of how the proposed work will be accomplished for each activity, provided in the budget.

Describe each service to be provided for the migratory children and the needs and objectives that will be met by the service (include the number of migratory children to be served by each service and the types and numbers of staff to be employed). Describe the inservice training planned in terms of needs and objectives, persons to receive the training and the staff and facilities to be used for the training. Describe the program for involving parents and appropriate representatives of migratory children in the planning, operation, and evaluation of the program and of

projects. Describe the State and locally-funded facilities to which migratory children will have access to, and the provisions that have been made to insure their participation, in such facilities during the time when programs are being provided for non-migratory children. Cite factors which might accelerate or decelerate the work and your reason for taking this approach as opposed to others. Describe any unusual features of the project such as design or technological innovations, reductions in cost or time, or extraordinary social and community involvement.

b. Provide for each activity, quantitative, quarterly projections of the accomplishments to be achieved in such terms as the number of students served. When accomplishments cannot be quantified by activity or function, list them in chronological order to show the schedule of accomplishments and their target dates.

c. Identify the kinds of data to be collected and maintained and discuss the criteria to be used to evaluate the results and successes of the project. Explain the methodology that will be used to determine if the needs identified and discussed are being met and if the results and benefits identified in Item 2 are being achieved. Describe the design of evaluation reports from local applicants and the State education report. For State educational agencies provide a summary of the types of information that will be collected from other States about the migratory children to be served and the agency's plan for insuring as much continuity as possible in the education of such children.

d. List organizations, cooperators, consultants, or other key individuals who will work on the project along with a short description of the nature of their effort or contribution.

4. GEOGRAPHIC LOCATION.

Give a precise location of the projects or areas (in terms of school districts) to be served. Maps or other graphic aids may be attached (e.g., crop activity time-table).

5. IF APPLICABLE, PROVIDE THE FOLLOWING INFORMATION.

a. Present a biographical sketch of the program director with the following information; name, address, phone number, background, and other qualifying experience for the project. Also, list the name, training and background for other key personnel engaged in the project.

b. Discuss accomplishments to date and list in chronological order a schedule of accomplishments, program or milestones anticipated with the new funding request. If there have been significant changes in the project objectives, location approach, or time delays, explain and justify. For other requests for changes or amendments, explain the reason for the change(s). If the scope or objectives have changed or an extension of time is necessary, explain the circumstances and justify. If individual budget items have changed more than the prescribed limits contained in Attachment K to Office of Management and Budget Circular No. A-102, explain and justify the change and its effect on the project.

c. For supplemental assistance requests, (reallocation), explain the reason and justify the need for additional funding.

d.(1). No application for Department of Health, Education, and Welfare assistance is approved unless the applicant has on file with the Department an accepted assurance of compliance with the Civil Rights Act of 1964 on Form HEW 441. If a copy of Form HEW 441 is not already on file with the Department, it must be submitted with this application.

(2). Department of Health, Education, and Welfare policy requires that if any phase of this project will involve subjecting individuals to the risk of physical, psychological, sociological, or other harm, certain safeguards must be instituted and an assurance must be filed. The attached HEW-596 is self-explanatory.

OMB NO. 80-R0184

APPLICATION FOR FEDERAL ASSISTANCE
(NONCONSTRUCTION PROGRAMS)
PART I

1. STATE CLEARINGHOUSE IDENTIFIER

2. APPLICANT'S APPLICATION NUMBER

3. FEDERAL GRANTOR AGENCY

ORGANIZATIONAL UNIT

ADMINISTRATIVE OFFICE

STREET ADDRESS - P.O. BOX

CITY STATE ZIP CODE

4. APPLICANT NAME

DEPARTMENT DIVISION

STREET ADDRESS - P.O. BOX

CITY COUNTY

STATE ZIP CODE

5. DESCRIPTIVE NAME OF THE PROJECT

6. FEDERAL CATALOG NUMBER

7. FEDERAL FUNDING REQUESTED

$

8. GRANTEE TYPE

_____ STATE, _____ COUNTY, _____ CITY, _____ OTHER *(Specify)*

9. TYPE OF APPLICATION OR REQUEST

_____ NEW GRANT, _____ CONTINUATION, _____ SUPPLEMENT, _____ OTHER CHANGES *(Specify)*

10. TYPE OF ASSISTANCE

_____ GRANT, _____ LOAN, _____ OTHER *(Specify)*

11. POPULATION DIRECTLY BENEFITING FROM THE PROJECT

13. LENGTH OF PROJECT

12. CONGRESSIONAL DISTRICT

a.

b.

14. BEGINNING DATE

15. DATE OF APPLICATION

16. THE APPLICANT CERTIFIES THAT TO THE BEST OF HIS KNOWLEDGE AND BELIEF THE DATA IN THIS APPLICATION ARE TRUE AND CORRECT, AND THAT HE WILL COMPLY WITH THE ATTACHED ASSURANCES IF HE RECEIVES THE GRANT.

TYPED NAME	TITLE	TELEPHONE NUMBER		
		AREA CODE	NUMBER	EXTENSION
SIGNATURE OF AUTHORIZED REPRESENTATIVE				

For Federal Use Only

HEW 608T

OMB NO. 80-R0186

PART II
PROJECT APPROVAL INFORMATION

ITEM 1.
Does this assistance request require State, local, regional, or other priority rating?

☐ Yes ☐ No

Name of Governing Body _____
Priority Rating _____

ITEM 2.
Does this assistance request require State, or local advisory, educational or health clearances?

☐ Yes ☐ No (Attach Documentation)

Name of Agency or Board _____

ITEM 3.
Does this assistance request require clearinghouse review in accordance with OMB Circular A-95?

☐ Yes ☐ No

(Attach Comments)

ITEM 4
Does this assistance request require State, local, regional, or other planning approval?

☐ Yes ☐ No

Name of Approving Agency _____
Date _____

ITEM 5
Is the proposed project covered by an approved comprehensive plan?

☐ Yes ☐ No

Check one:
☐ State
☐ Local
☐ Regional
Location of Plan _____

ITEM 6
Will the assistance requested serve a Federal installation?

☐ Yes ☐ No

Name of Federal Installation _____
Federal Population benefiting from Project _____

ITEM 7
Will the assistance requested be on Federal land or installation?

☐ Yes ☐ No

Name of Federal Installation _____
Location of Federal Land _____
Percent of Project _____

ITEM 8
Will the assistance requested have an impact or effect on the environment?

☐ Yes ☐ No

See instructions for additional information to be provided.

ITEM 9
Will the assistance requested cause the displacement of individuals, families, businesses, or farms?

☐ Yes ☐ No

Number of:
Individuals _____
Families _____
Businesses _____
Farms _____

ITEM 10
Is there other related assistance on this project previous, pending, or anticipated?

☐ Yes ☐ No

See instructions for additional information to be provided.

HEW-608T

OMB NO. 80-R0186

PART III - BUDGET INFORMATION

SECTION A - BUDGET SUMMARY

GRANT PROGRAM, FUNCTION OR ACTIVITY (a)	FEDERAL CATALOG NO. (b)	ESTIMATED UNOBLIGATED FUNDS		NEW OR REVISED BUDGET		
		FEDERAL (c)	NON-FEDERAL (d)	FEDERAL (e)	NON-FEDERAL (f)	TOTAL (g)
1.		$	$	$	$	$
2.						
3.						
4.						
5. TOTALS		$	$	$	$	$

SECTION B - BUDGET CATEGORIES

6. OBJECT CLASS CATEGORIES	GRANT PROGRAM, FUNCTION OR ACTIVITY (1)	(2)	(3)	(4)	TOTAL (5)
a. PERSONNEL	$	$	$	$	$
b. FRINGE BENEFITS					
c. TRAVEL					
d. EQUIPMENT					
e. SUPPLIES					
f. CONTRACTUAL					
g. CONSTRUCTION					
h. OTHER					
i. TOTAL DIRECT CHARGES					
j. INDIRECT CHARGES					
k. TOTALS	$	$	$	$	$
7. PROGRAM INCOME	$	$	$	$	$

HEW-608T

OMB NO. 80-R0184

SECTION C - NON-FEDERAL RESOURCES

(a) GRANT PROGRAM	(b) APPLICANT	(c) STATE	(d) OTHER SOURCES	(e) TOTALS
	$	$	$	$
TOTALS	$	$	$	$

SECTION D - FORECASTED CASH NEEDS

	TOTAL FOR 1ST YEAR	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER
FEDERAL	$	$	$	$	$
NON-FEDERAL					
TOTALS	$	$	$	$	$

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

(a) GRANT PROGRAM	FUTURE FUNDING PERIODS (years)			
	(b) FIRST	(c) SECOND	(d) THIRD	(e) FOURTH
	$	$	$	$
TOTALS	$	$	$	$

SECTION F - OTHER BUDGET INFORMATION (attach additional sheets if necessary)

DIRECT CHARGES:

INDIRECT CHARGES:

REMARKS:

PART IV - PROGRAM NARRATIVE (attach per instructions)

W-608T

PART V

ASSURANCES

The Applicant hereby assures and certifies that he will comply with the regulations, policies, guidelines, and requirements including OMB Circulars Nos. A-87, A-95, and A-102, as they relate to the application, acceptance and use of Federal funds for this Federally assisted project. Also the Applicant assures and certifies with respect to the grant that:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.

2. It will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and in accordance with Title VI of that Act, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance and will immediately take any measures necessary to effectuate this agreement.

3. It will comply with Title VI of the Civil Rights Act of 1964 (42 USC 2000d) prohibiting employment discrimination where (1) the primary purpose of a grant is to provide employment or (2) discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.

4. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of Federal and federally assisted programs.

5. It will comply with the provisions of the Hatch Act which limit the political activity of employees.

6. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of State and local governments.

7. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

8. It will give the grantor agency or the Comptroller General through any authorized representative the access to and the right to examine all records, books, papers, or documents related to the grant.

9. It will comply with all requirements imposed by the Federal grantor agency concerning special requirements of law, program requirements, and other administrative requirements approved in accordance with Office of Management and Budget Circular No. A-102.

Explanation of

HEW FORM NO. 441, ASSURANCE OF COMPLIANCE WITH THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE REGULATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

Section 80.4 of the Department of Health, Education, and Welfare's Regulation effectuating Title VI of the Civil Rights Act of 1964 requires that every application to the Department for Federal financial assistance shall contain or be accompanied by an Assurance that the program or facility to be assisted will be conducted or operated in compliance with Title VI of the Civil Rights Act and with all requirements imposed by or pursuant to the Department's Regulation.

Section 80.4 further provides that "the form of the foregoing Assurance and the extent to which like Assurances will be required of subgrantees, contractors, transferees, successors in interest and other participants," shall be specified by the responsible Department official. Under this authority, HEW Form No. 441 has been specified as the form of Assurance which shall apply to all applications for Federal financial assistance (except for continuing state programs which must meet the requirements of Section 80.4(b) and school districts availing themselves of Section 80.4(c) of the Regulation) submitted to the Department after January 3, 1965; also the circumstances have been specified under which an Applicant shall obtain comparable written Assurances of compliance from its subgrantees, contractors, and transferees. (See answers to Questions 11 and 12 below in this regard.)

HEW Form No. 441 constitutes a legally enforceable agreement to comply with Title VI of the Civil Rights Act of 1964, and with all requirements imposed by or pursuant to the Regulation of the Department of Health, Education, and Welfare issued thereunder. Applicants are urged to read the Department's Regulation before executing the Assurance.

The following explanation of the requirements of the Department's Regulation and the examples of the kinds of discriminatory practices prohibited by them are for the guidance of the Applicants.

1. *By executing the Assurance (HEW Form No. 441), what does an Applicant agree to do?*

A. The Applicant agrees to make no distinction on the ground of race, color, or national origin in providing to individuals any service, financial aid, or other benefit under any program receiving Federal financial assistance extended to the Applicant by the Department.

2. *What is meant by "distinction on the ground of race, color, or national origin"?*

A. "Distinction on the ground of race, color, or national origin" includes (1) any type of segregation, separate or different treatment, or other discrimination on that ground; (2) the imposition of any admission,

enrollment quota, eligibility, or other requirement or condition which individuals must meet in order to be provided any service, financial aid, or other benefit under a program or to be afforded an opportunity to participate in a program, if the race, color, or national origin of individuals is considered in determining whether they meet any such requirement or condition; (3) the use of membership in a group as a basis for the selection of individuals for any purpose, if in selecting members of the group there is discrimination on the ground of race, color, or national origin; and (4) the assignment of personnel to provide services, or the assignment of times or places for the provision of services, on the basis of the race, color, or national origin of the individuals to be served. It does not, however, include distinctions on the ground of race, color, or national origin determined by the responsible Department official to be necessary to the conduct of research or experimental programs having as their primary objective the discovery of new knowledge concerning special characteristics of particular racial or other ethnic groups.

3. *What is meant by "service, financial aid, or other benefit"?*

A. "Service, financial aid, or other benefit" under a program receiving Federal financial assistance includes any education or training, any evaluation, guidance, counseling, or placement service, any health, welfare, rehabilitation, housing, or recreational service, any referral of individuals for any of the foregoing services, any scholarship, fellowship or traineeship stipend or allowance, and any loan or other financial assistance or benefit (whether in cash or in kind), which is made available to individuals (1) with the aid of Federal financial assistance, or (2) with the aid of the Applicant's or of other non-Federal funds required to be made available for the program as a condition to the receipt of Federal financial assistance, or (3) in or through a facility provided with the aid of Federal financial assistance or the non-Federal matching funds referred to in (2).

4. *What requirements are placed on the use of facilities?*

A. The Applicant agrees to make no distinction on the ground of race, color, or national origin in making available to individuals the use of any land, building, equipment, or other facility leased, acquired, constructed, improved, or equipped with the aid of Federal financial assistance extended to the Applicant by the Department, including--

(*a*) the use of any room, dormitory, ward, or other space in the facility;

(*b*) the use of any equipment in the facility;

(*c*) the use of any office, waiting room, restroom, eating, recreational, concession, or other accommodation or convenience provided in the facility;

(*d*) the use of any facility not provided with the aid of Federal financial assistance if the availability of such facility is required as a condition to the receipt of Federal financial assistance for the Federally-assisted facility.

5. *What requirements are placed on the opportunities to participate in a program receiving Federal assistance?*

A. The Applicant agrees to make no distinction on the ground of race,

color, or national origin in affording opportunities to individuals to participate (other than as employees) in any program receiving Federal financial assistance extended by the Department to the Applicant, including opportunities to participate--

(*a*) as providers of any service, financial aid, or other benefit to individuals under the program (e.g., as physicians, surgeons, dentists, or other professional practitioners seeking the privilege of practicing in a Federally-aided hospital or other facility),

(*b*) as conferees, observers, consultants, or advisers, or as members of advisory or planning groups, or

(*c*) as volunteers (e.g., as voluntary workers, or as patients or other subjects of study or experimentation in research, survey, demonstration, or like programs).

6. *Does that mean that an Applicant who signs the Department's Assurance may nevertheless make distinctions among his employees on the basis of race, color, or national origin?*

A. Title VI of the Civil Rights Act does not concern itself with employment practices except where a primary objective of the Federal financial assistance is to provide employment. Thus, where a basic objective of the program is to provide employment, the Applicant's employment practices are subject to the Department's Regulation. However, even where this is not the case an Applicant may be precluded from engaging in any discriminatory employment practices under the provisions of Title VII of the Civil Rights Act, Executive Orders 10925 and 11114, and the Merit System Regulations.

7. *When an Applicant's employment practices are covered by the Department's Regulation, what requirements must be met?*

A. The Applicant agrees to make no distinction on the ground of race, color, or national origin in its employment practices (including recruitment or recruitment advertising, hiring, layoff or termination, upgrading, demotion, or transfer, rates of pay or other forms of compensation, and use of facilities) with respect to individuals seeking employment or employed under any program receiving Federal financial assistance extended to the Applicant by the Department, in those programs where a primary objective of the Federal financial assistance is to provide employment to such individuals. This includes programs under which the employment is provided--

(*a*) as a means of extending financial assistance to students or to needy persons,

(*b*) to students, fellows, interns, residents, or others in training for related employment (including research associates or assistants in training for research work), or

(*c*) to reduce unemployment or to provide remunerative activity to individuals who because of severe handicaps cannot be readily absorbed in the competitive labor market.

8. *What effect will the Regulation have on a college or university's admission practices or other practices related to the treatment of students?*

A. An institution of higher education which applies for any Federal financial assistance of any kind must agree that it will make no distinction

on the ground of race, color, or national origin in the admission practices or any other practices of the institution relating to the treatment of students.

(*a*) "Student" includes any undergraduate, graduate, professional, or postgraduate student, fellow, intern, student, or other trainee receiving education or training from the institution.

(*b*) "Admission practices" include recruiting and promotional activities, application requirements, eligibility conditions, qualifications, preferences, or quotas used in selecting individuals for admission to the institution, or any program of the institution, as students.

(*c*) "Other practices relating to the treatment of students" include the affording to students of opportunities to participate in any educational, research, cultural, athletic, recreational, social, or other program or activity; the performance evaluation, discipline, counseling of students; making available to students any housing, eating, health, or recreational service; affording work opportunities, or scholarship, loan or other financial assistance to students; and making available for the use of students any building, room, space, materials, equipment, or other facility or property.

9. *Does the Assurance of nondiscrimination apply to the entire operation of an institution?*

A. Insofar as the Assurance given by the Applicant relates to the admission or other treatment of individuals as students, patients, or clients of an institution of higher education, a school, hospital, nursing home, center, or other institution owned or operated by the Applicant, or to the opportunity to participate in the provision of services, financial aid, or other benefits to such individuals, the Assurance applies to the entire institution. In the case of a public school system the Assurance would be applicable to all of the elementary or secondary schools operated by the Applicant.

10. *What about a university which operates several campuses?*

A. Section 80.4(d)(2) of the Regulation provides for a more limited Assurance only where an institution can demonstrate that the practices in part of its operation in no way affect its practice in the program for which it seeks Federal funds. This would be a rare case.

11. *If an Applicant intends to make use of other individuals to help carry out the Federally-assisted program, does the requirement not to discriminate apply to such a subgrantee or contractor?*

A. It does. The Applicant must require any individual, organization, or other entity which it utilizes, to which it subgrants, or with which it contracts or otherwise arranges to provide services, financial aid, or other benefits under, or to assist it in the conduct of, any program receiving Federal financial assistance extended to the Applicant by the Department, or with which it contracts or otherwise arranges for the use of any facility provided with the aid of Federal financial assistance for a purpose for which the Federal financial assistance was extended, to comply with Title VI of the Civil Rights Act of 1964 and the Regulation of the Department of Health, Education, and Welfare issued thereunder.

12. *Must this Assurance of nondiscrimination by the subgrantee, etc., be in writing?*

A. In the case (1) of any contractual or other arrangement with another such individual or entity which will continue for an indefinite period or for a period of more than three months, (2) of any subgrant, or (3) of any conveyance, lease, or other transfer of any real property or structures thereon provided with the aid of Federal financial assistance extended to the Applicant by the Department, the Applicant shall obtain from such other person, subgrantee, or transferee, an agreement, in writing, enforceable by the Applicant and by the United States, that such other individual or entity, subgrantee, or transferee will carry out its functions under such subgrant, or contractual or other arrangement, or will use the transferred property, as the case may be, in accordance with Title VI of the Act and the Regulation will otherwise comply herewith.

13. *What obligations does the Applicant have to inform beneficiaries, participants, and others of the provisions of the Regulation?*

A. The Applicant must make available to beneficiaries, participants, and other interested persons information regarding the provisions of the Regulation and protections against discrimination provided under Title VI of the Civil Rights Act. The Department will issue shortly more detailed instructions on carrying out this phase of the Regulation.

14. *What obligations does the Applicant have to keep records and to make them available to the Department?*

A. From time to time, Applicants may be required to submit reports to the Department, and the Regulation provides that the facilities of the Applicant and all records, books, accounts, and other sources of information pertinent to the Applicant's compliance with the Regulations be made available for inspection during normal business hours on request of an officer or employee of the Department specifically authorized to make such inspections. More detailed instructions in this regard will also be forthcoming from the Department in the near future.

15. *Must separate Assurance forms be filed with each application?*

A. As a general rule once a valid Assurance is given it will apply to any further application as long as there is no indication of a failure to comply.

ASSURANCE OF COMPLIANCE WITH THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE REGULATION UNDER TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

_____ (hereinafter called the "Applicant")
(Name of Applicant)

HEREBY AGREES THAT it will comply with title VI of the Civil Rights Act of 1964 (P.L. 88-352) and all requirements imposed by or pursuant to the Regulation of the Department of Health, Education, and Welfare (45 CFR Part 80) issued pursuant to that title, to the end that, in accordance with title VI of that Act and the Regulation, no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the Applicant receives Federal financial assistance from the Department; and HEREBY GIVES ASSURANCE THAT it will immediately take any measures necessary to effectuate this agreement.

If any real property or structure thereon is provided or improved with the aid of Federal financial assistance extended to the Applicant by the Department, this assurance shall obligate the Applicant, or in the case of any transfer of such property, any transferee, for the period during which the real property or structure is used for a purpose for which the Federal financial assistance is extended or for another purpose involving the provision of similar services or benefits. If any personal property is so provided, this assurance shall obligate the Applicant for the period during which it retains ownership or possession of the property. In all other cases, this assurance shall obligate the Applicant for the period during which the Federal financial assistance is extended to it by the Department.

THIS ASSURANCE is given in consideration of and for the purpose of obtaining any and all Federal grants, loans, contracts, property, discounts or other Federal financial assistance extended after the date hereof to the Applicant by the Department, including installment payments after such date on account of applications for Federal financial assistance which were approved before such date. The Applicant recognizes and agrees that such Federal financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the United States shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Applicant, its successors, transferees, and assignees, and the person or persons whose signatures appear below are authorized to sign this assurance on behalf of the Applicant.

Dated _____ _____
(Applicant)

By _____
(President, Chairman of Board, or comparable authorized official)

_____

_____
(Applicant's mailing address)

HEW-441
(12-64)

FORM APPROVED
OMB NO. 68-R1143

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

IDENTIFICATION NUMBER *(If known)*

PROTECTION OF HUMAN SUBJECTS CERTIFICATION

☐ Contract ☐ New
☐ Grant ☐ Renewal
☐ Fellowship ☐ Continuation

STATEMENT OF POLICY: Safeguarding the rights and welfare of human subjects involved in activities supported by grants or contracts from the DHEW is the responsibility of the institution which receives or is accountable to the DHEW for the funds awarded for the support of the activity. In order to provide for the adequate discharge of this institutional responsibility, it is the policy of the Department that no grant or contract for an activity involving human subjects shall be made unless the application for such support has been reviewed and approved by an appropriate institutional committee. (Reference: "Institutional Guide to DHEW Policy on the Protection of Human Subjects.")

1. TITLE OF PROPOSAL

2. PROJECT DIRECTOR/PROGRAM DIRECTOR/FELLOW

POSITION TITLE

3. INSTITUTIONAL COMPONENT OR DEPARTMENT

4. CHECK ONE OF THE FOLLOWING STATEMENTS AS APPLICABLE:

☐ **A.** This application does not propose any activities that would involve human beings who might be considered subjects, human material, or personal data from primary or secondary sources.

☐ **B.** This is to CERTIFY that this application which does propose activities involving human subjects has been reviewed and approved by our institutional committee on the date of in accordance with the DHEW policy and the institutional assurance on file with the DHEW. (The review date should be recent; certification is invalid if review date would precede award date by more than one year.)

☐ **C.** This is to CERTIFY that this application which proposes to involve human subjects is pending review on the date of in accordance with the DHEW policy and the institutional assurance on file with the DHEW. If the committee does not review and approve the proposal by or on the date certified, the agency office requesting this certification will be notified immediately by telephone, telegraph, or mail. (Review date should precede requested or planned date of award by at least one month whenever possible.)

☐ D. This application proposes to involve human subjects. This institution does not now have an active assurance on file with the DHEW. I understand that information on the assurance procedure will be received should the application become eligible for an award.

5. SIGNATURE OF INSTITUTIONAL OFFICIAL AUTHORIZED TO SIGN PROPOSALS | DATE

6. TITLE | TELEPHONE NO. *(Code, No., Extension)*

7. NAME AND ADDRESS OF INSTITUTION *(Street, City, State, ZIP code)*

NOTE TO AGENCY: This form should NOT be included with application forms that have provision for human subject certification. It may be used to request certification, or correction of certification.

HEW 596 (Formerly NIH 1611)
8-72

ENCLOSE THIS FORM WITH THE PROPOSAL OR RETURN IT TO THE AGENCY REQUESTING ITS COMPLETION

APPENDIX D

BUDGETARY EXPENDITURE ACCOUNTS AND STAFF ACTIVITIES FORM

BUDGET *(Estimated dollar amount of Title I funds required for administration and implementation of this project)*

EXPENDITURE ACCOUNTS (See OE Handbook II)	ACCOUNT NUMBER	EXPENSE CLASSIFICATION: SALARIES	CONTRACTED SERVICES	OTHER EXPENSES	ESTIMATED TOTAL AMOUNT
(1)	(2)	(3)	(4)	(5)	(6)
1 Administration	100				$
2 Instruction	200				
3 Attendance Services	300				
4 Health Services	400				
5 Pupil Transportation	500				
6 Operation of Plant	600				
7 Maintenance of Plant	700				
8 Fixed Charges	800				
9 Food Services	900				
10 Student Body Activities	1000				
11 Community Services	1100				
12 *(Sum of lines 1 thru 11)* SUB-TOTAL:					
13 Sites	1210				$
14 Buildings	1220 A and B				
15 Remodeling	1220 C				
16 Equipment for Instruction	1230 C				
17 All Other Equipment	1230 EXCEPT C				
18 *(Sum of lines 13 thru 17, Col. 6)* SUB-TOTAL:					$
19 TOTAL PROJECT BUDGET *(Sum of lines 12 and 18)* GRAND TOTAL:					$

PROJECT STAFF

STAFF ACTIVITIES *(See OE Handbook IV - Staff Accounting)* CLASSIFICATION OF ASSIGNMENTS	Class. No. 2230.	STAFF ASSIGNMENTS AND ESTIMATED SALARIES INCLUDED IN TITLE I BUDGET: Estimated Number For Regular Term Total	Regular Term FTE*	Estimated Number For Summer Term Total	Summer Term FTE*	TOTAL SALARIES	NUMBER OF OTHER STAFF ASSIGNMENTS UNDER THIS PROJECT *(Not included in Title I Budget)*
(1)		(2)	(3)	(4)	(5)	(6)	(7)
1 Teaching - Pre-Kindergarten	01					$	
2 Teaching - Kindergarten	01						
3 Teaching - Elementary	01						
4 Teaching - Secondary	01						
5 Teaching - Handicapped children only	01						
6 Teacher Aide	02						
7 Librarian	03						
8 Librarian Aide	-						
9 Supervision	04						
10 Direction and Management (Admin.)	07						
11 Counseling	15						
12 Psychologist	16						
13 Testing	17						
14 Social Work	18						
15 Medical	21						
16 Clerical (Administrative)	10						
17 Other (Specify assignment and No.)							
18 TOTAL NUMBER OF ASSIGNMENTS, FTE, AND SALARIES *(Sum of lines 1 thru 21)*							

19 NUMBER OF VOLUNTEERS TO BE ASSIGNED TO THIS PROJECT: Parents ___ Other Adults ___ Youth ___ TOTAL ___

20 NUMBER OF TITLE I STAFF TO RECEIVE INSERVICE TRAINING: Teachers ___ Teacher Aides ___ Other ___ TOTAL ___

APPENDIX E

FINAL REPORTING GUIDELINES FOR IOWA MIGRANT

EDUCATION PROGRAMS

I. Exemplary Projects[1/]

A. Describe exemplary projects for activities that include new approaches in educating migrant children. (One criterion for selecting an exemplary project might be its merit for dissemination to other SEA's with similar characteristics.) For each exemplary project cited state the basis for selection.

II. Children Served

A. If the estimated number of migrant children to be served as per your application was not met, indicate the reason for the lack in full participation.

B. How many children were actually served?

C. Please submit copy of instrument used to identify migrant children.

III. Grade Placement

A. Indicate procedure used to evaluate migrant children for grade placement (i.e., age, achievement, tests, teacher opinion, etc.).

IV. Teacher-Pupil Ratio

A. What was the teacher-pupil ratio in your programs?

B. What curriculum changes were made to meet this change in ratio?

[1/] Exemplary projects: Those projects judged effective in realizing objectives and would prove valuable as models for other States.

V. Inter-Relationship with the Regular Title I Program

A. Give examples of regular Title I programs which have been specifically designed by local educational agencies to supplement State operated Title I migrant programs.

B. Comment on arrangements which States have made for training or assignment of personnel to achieve coordination between regular and special programs for migrant children.

VI. Coordination with Other Programs

A. Describe other assistance that directly serve the same migrant population as in your State program (Federal, State, local, private-supported programs). How extensive are these programs in the State?

B. What efforts have been made to establish coordination between these programs? What has been the outcome of the effort to coordinate?

C. If you participated with other agencies in providing services to preschool children and/or adult migrants, what were the services, sources and amount of services expanded?

D. What gaps remain in the types of services provided for migrant children? What additional programs are needed to provide services to migrant children?

VII. Inservice Training

A. Indicate the types of programs conducted in preservice, inservice and post-service staff training.

B. Indicate the degree of interstate planning involved in this service and the States that participated.

C. Did the instructional staff receive training in the use of supplemental curriculum materials and equipment. Indicate type of training.

D. Indicate how curriculum materials from feeder States were utilized in your training and planning.

E. Did you participate in an interstate teacher exchange program? If so, which State(s) were involved?

VIII. Non-Public School Participation

A. Describe how non-public school children participated in the program.

IX. Dissemination

Briefly describe the information dissemination techniques and distribution of materials for the purposes of program development content and evaluation.

A. On an interstate basis

B. On an intrastate basis

X. Community Involvement

A. Did you have migrant parents participating in your program?

B. Indicate the activities involved.

C. Indicate how parents were involved in the planning of these activities.

D. Indicate how other volunteer help was utilized to meet the objectives of your programs.

XI. Program Effectiveness

A. Indicate migrant programs that were conducted and met with little or no success. What are your recommendations for improvement?

XII. Special Areas

A. Indicate the programs that were conducted in the Vocational Education and handicapped areas.

B. Were these new programs?

C. Were these supplemental to existing programs?

XIII. Construction - Equipment

A. If your application specified the purchase of equipment or construction, how was it used to meet your program objectives?

XIV. Supportive Services

A. In planning your supportive services, how much interstate planning was involved to insure proper follow-up services (i.e., health services)?

XV. Program Integration

A. Indicate how you integrated your migrant program with the regular school program.

XVI. Staff Utilization

A. Indicate how staff members were used.

1. Aides
2. Adults
3. Volunteers
4. Professionals

XVII. New Programs

A. Indicate new programs implemented and how local effort was maintained.

XVIII. Program Critique

A. Give a general critique of the migrant program and what changes you would recommend to improve the program.

APPENDIX F

CERTIFICATION OF PUPIL ELIGIBILITY FORM

5200-B65250-1/75

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Title I, ESEA
Grimes State Office Building
Des Moines, Iowa 50319

Note to Recruiter: Ask for a MSRTS student copy

Does the child have a MSRTS Record, Yes ( ) No ( )

Date Recruited ____/____/____
month/day/year

CERTIFICATION OF PUPIL ELIGIBILITY

_____ Migrant Child Education Program
(State)

Name of Migrant Program Applicant_____

Address_____

1. Classification:

( ) Interstate: Did the child, within the past year, cross a State line with his parent or guardian in the pursuit of agricultural employment? Commercial fishing?

( ) Intrastate: Did the child, within the past year, cross a school district line with his parent or guardian in the pursuit of agricultural employment? Commercial fishing?

( ) Formerly Migratory: A child who has been an interstate or intrastate migrant as defined above but now along with his parents or guardian has ceased to migrate within the last five years.

2. Check appropriate space below:

( ) Commercial fishing ( ) Agriculture

( ) Interstate ( ) Intrastate ( ) Formerly Migratory

3. Name(s) of Parent(s) or Guardian(s) (1)_____

(2)_____

4. Name of Student _____, _____ _____
   Last First Middle Initial

5. Sex ( ) Male ( ) Female

6. Birthdate of Student _____
   Month Day Year

7. Verified by Birth Certificate_____Document_____Other_____None_____

8. Birthplace of Student _____
   City/County State Country

9. Student's Current Address (Home) _____
   Street City/County State

10. Date of arrival in this school district _____
    Month Day Year

11. Last Previous Address _____
    Street City/County State

12. Home Base Address, if different from (9) above.

    _____
    Street City/County State

13. Last school attended _____
    Name City/County State

14. Number of school age children in family _____

15. Ages _____

( ) I hereby request and grant permission for my child to be given all necessary medical treatment.

( ) I grant permission for my child to participate in this program.

( ) The Migrant Student Record has been explained to me, and the reasons such information is being collected on my child. I understand it will be available for me to see at my request.

_____ _____
Date Parents Signature

_____
Signature of School Representative initiating this enrollment and verifying migrant status of above student.

To be completed after child enrolls.

Exact date of enrollment in present migrant school. _____
Day Month Year

Following is the only definition which can be used in placing children in migrant education programs:

> "A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year in order that the parent or other members of his immediate family might secure employment in agriculture or fishing or in related food processing activities."

A. Interstate Migrant - A child who has moved with a parent or guardian within the past year across State boundaries in order that a parent, guardian, or member of his immediate family might secure temporary or seasonal employment in agriculture, fishing activities, or in related food processing.

B. Intrastate Migrant - A child who has moved with a parent or guardian within the past year across school district boundaries within a State in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in agriculture, fishery activities, or in related food processing.

C. Formerly Migratory (Five-Year Migrant) - A child who has been an interstate or intrastate migrant within the last five years and now resides in an area in which a program for migratory children is to be provided.

The intent of Public Law 93-380 is to provide supplementary education and supportive services to those migratory children who accompany their parents or guardian who follow the crops, thus depriving the children of the opportunity of a full school term. Therefore, State priorities under Public Law 93-380 are directed to programs for interstate and intrastate migratory children. Projects under Public Law 93-380 are not to be specifically designed and funded for children in category "C" above.

APPENDIX G

MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)
ENROLLMENT DATA ROSTER FORM

ENROLLMENT DATA ROSTER FORM

SCHOOL ID _____ PAGE___OF___

DATE ENROLLED _____

STUDENT INFORMATION

NUMBER	MNE.	LAST NAME	FIRST NAME	MI	SEX	BIRTH DATE	AGE	NAME	NAME

APPENDIX H

MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)
PROGRESS SHEET

5200-B65223-1/75

MIGRANT STUDENT RECORD TRANSFER PROGRESS SHEET

School ID (_____)

Migrant Clerk _____

Student Number	MNE.	Student's Name	Enrollment Date	Line Enrolled	Date enrollment data sent to T.O.	Date Blue form r'cvd.	Date update info submitted	Withdrawal Date

APPENDIX I

UNIFORM MIGRANT STUDENT TRANSFER FORM

LAST NAME	FIRST NAME		AGE	CITY OF BIRTH	COUNTY, COUNTRY OF BIRTH	ST	HOME BASE CITY	ST	STUDENT NO	MNE

MIGRANT STATUS

EDUCATIONAL HISTORY DATA

| | | | | | | | | | |

UNIFORM MIGRANT STUDENT MEDICAL TRANSFER FORM

LAST NAME | FIRST NAME | MI | SEX | BIRTH DATE MO DA YR | V | AGE | CITY OF BIRTH | COUNTY/COUNTRY OF BIRTH | ST | HOME BASE CITY | ST | STUDENT NO. | MME

MIGRANT STATUS | EXTRA BIRTHDATES

CURRENT SCHOOL DATA

ADDRESSES

SCHOOL HEALTH DATA

	01	02	03	04	05	06	07	08	09	10	11	12
AA DENTAL HISTORY												
AB PHYSICAL EXAM												
AC HT & WT ANNUALLY PLUS BIRTH ONLY												
AD BLOOD PRESS												
AE HB-HCT												
AF URINALYSIS (ONLY WHEN INDICATED MEDICALLY)												
AG TB (ANNUALLY IF NEGATIVE)												
AH IMMUNIZATION (OPT OF AFTER 5)												
AI TRIV POLIO (ORAL)												
AJ MEASLES												
AK RUBELLA												
AL MUMPS												
AM DENTAL												
AN VISION												
AO AUDIOMETRIC SCREENING												
AP SPEECH												
AQ MOTOR AWKWARDNESS												
AR BLOOD LEAD												
AS HEMOGLOBIN LEVEL												

NOTE: THE FOLLOWING ARE NOT RECOMMENDED AS ROUTINE BY THE AAP STANDARDS OF CHILD HEALTH CARE OR THE IMMUNIZATION SCHEDULE OF USPHS

AT HEARING SCREENING												
AU TYPHOID PARATYPHOID												
AV SMALLPOX												
AW POLIO (INOCULATION)												
AY INFLUENZA												
AY SCA (CADI)												

LP LEGAL PARENT DATA CP CURRENT

	LAST NAME	FIRST NAME
AA		
AB		

HP HEALTH PROBLEM LIST

PROBLEM DATA

01 PROBLEM NUMBER	02 DATE OF ENCOUNTER MO. DAY YR.	NAME	03 CODE	04 STATUS ACTIVE / DORMANT / RESOLVED	05 TYPE ACUTE / CHRONIC	06 IF CHRONIC ACTIVE / CONTROLLED	NO. OF S.M. IN PRIOR DEC OR DEC	07 TYPE F/U W PARENT / SCHOOL / OTHER / NO F/U / REFER	08 RECOMMENDATIONS F/U	F/U UP DATE MO DAY YR	09 CHRON DATA Y / N	10 LEAD %

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